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ABSTRACT

A Piagetian day care curriculum for infants and toddlers is presented. Six chapters, divided by developmental stage from birth to 24 months of age, discuss developmental characteristics of the child, suggest tasks for the caregiver to enhance social/emotional growth and language development, and describe appropriate games and activities. Additional color-coded sections provide fine and gross motor activities (including art and music) for groups of children, sample schedules and room arrangements, and checklists of developmental norms for use in evaluation. An appendix contains songs, fingerplays, poems, flannel stories, record lists, and book lists. (BRT)

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SUCCESS BEGINS IN THE CRADLE

A CURRICULUM FOR INFANTS AND TODDLERS IN DAYCARE

Written by

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with
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OUTLINE OF PROGRAM FOR INFANTS AND TODDLERS

CURRICULUM

LEARNING ENVIRONMENT

- Room Decor

- Materials
  - Quantity
  - Type
  - Arrangement

- Indoor and Outdoor Equipment

- Room Arrangement
  - Furniture
  - Learning Areas

- Daily Schedule/Routine

- Planning
  - Teacher/Teacher
  - Teacher/Child

ACTIVITIES

- Large Muscle

- Small Muscle
  - Art
  - Music
  - Language
    - Listening
    - Verbalizing

TEACHER/CHILD INTERACTION

- Discipline/Love

- Method
  - Caregiving
  - Teaching

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LEARNING TO LEARN

Every mother wants to see her child develop his abilities so that he may have the very best chance in life. It is important, therefore, that mothers and caregivers of children understand that success begins in the cradle. Researchers in the field of child development over the past several years have discovered that a child's future ability to learn may be improved or handicapped by the quality of care he receives during infancy.

WHAT IS LEARNING?

Learning may be thought of as the collecting of information.

When Does A Child Begin to Learn?

According to the above definition of learning, a child begins to learn at birth, for the infant begins to collect information about his surroundings from the moment he draws his first breath.

How Does The Infant Learn?

An infant begins to learn or collect information by using his senses and by developing the reflexes that he is born with. A newborn can suck, he can turn his head from side to side while lying flat on his back, he can grasp, move his body, head and arms, he can stare at an object, and he can hear, taste and smell. From these first few reflexes all other learnings eventually develop; but they do not develop by themselves, simply because a child grows bigger or stronger. Certainly, the infant's new physical growth and strength help him to perform certain tasks like pulling himself up or holding a spoon, but physical growth alone is not enough. A child learns because he practices. In a sense, practice not only makes perfect, it also makes intelligence.

A baby needs to practice what he already knows, whether it is sucking or dropping an object or walking, By practicing the baby not only perfects the skill but he may change it, learn a new way or get a better idea.

What Does A Baby Need In Order To Learn?

We have already found out that in order to learn, a baby needs to be encouraged to use his senses, but stimulation alone will not make for learning, any more than just growing and becoming stronger will. In order for a baby to develop into the smartest, happiest and strongest individual that he is capable of becoming, he needs interesting surroundings, the opportunity to move around, explore and handle objects, and someone to love and talk to him. One without the others will not do. Love and encouragement and an interesting explorable environment to grow up in is what will best prepare your baby or the babies in your care for the beginning of a successful life.

WHAT DOES RESEARCH SAY ABOUT INFANT GROWTH AND DEVELOPMENT?

There are numerous laboratory and real life experiments that have tended to verify the proposition that healthy mental and physical growth begins in infancy and is advanced by love, attention and appropriate environmental stimulation.

The earliest case on record concerns an experiment set up by Frederick II, during the thirteenth century. Frederick was interested in trying to discover whether infants who were never spoken to might suddenly speak some exotic biblical tongue. The caregivers here were instructed to give the infants good food and care but to make no human responses to their charges. Eventually, all of the infants died. It has been theorized that babies cannot live without the cooing, talking and petting that constitutes the normal caregiving relationships.

Today, most institutionalized infants do not die, but quite often, without love and the chance for simulation and exploration, they are seriously handicapped. A prime example of infants with healthy, normally bright parents whose development was slowed down through lack of love and environmental stimulation occurred during the years of World War II in Nazi Germany. Hitler was concerned that due to war casualties his fine specimens were dwindling; he, therefore, encouraged healthy girls and soldiers to produce infants who were raised in hygenic institutions. Like many institutions, these infant homes were understaffed and although the physical care was the best, there was little time for personal love and attention and almost without exception, all of the children produced as a result of this situation were slower than average.

Bu contrast, the lower class Uganda family provides an environment filled with love, attention, sensory stimulation and exploratory opportunities. The Uganda infant is taken everywhere. When he plays, mother is nearby to offer encouragement, security and feedback in the form of talking and cooing. In tests, the Uganda babies proved to be more advanced, both physically and mentally, than the average American infant.

And these are but a few of the many experiments that tend to verify that infants do need love, attention, stimulation and the opportunity to explore in order to develop to the fullest extent.

GENERAL LEARNING GOALS

Learning occurs through practice. As a child becomes Physically ready to perform certain skils, the opportunity to practice allows him to learn by doing; and the doing allows him to find new ways, new skills and new ideas that make the nest step of development easier, and make baby more alert and confident.

Important learning during this period of time involves activities that allow baby:

A) to move around- this teaches him about space

B) to handle a wide variety of materials differing in size, shape and texture - this teaches him about objects

C) to understand that objects which are out of his sight are not gone forever - this teaches him about a concept called object permanence, (one of the most important bits of information learned during this entire period. An understanding of this idea helps children to think and to solve problems.

D) to understand and use language - this prepares him to do more complex thinking and to communicate

E) to trust and to have self-confidence - this enables him to be happy and secure

This brochure was prepared principally for teachers involved in the group care of infants and toddlers. The author firmly believes that guidelines emphasizing exploration, manipulation, and language are an essential aide to proper group care but at best it is only half of the formula; the other, and possibly the most essential ingredient, is the sensitive, responsible and loving caregiver.

SUMMARY

During the first two years of lefe the child learns by gathering information through his senses-taste, smell, touch, hearing-and by exploring his surroundings through looking, moving, reaching out, crawling and finally walking. This is why it is called sensori-motor period.

HOW IS THIS BROCHURE ARRANGED?

To help caregivers use this manual most efficiently, the chapters have been divided into developmental stages. The stages were devised by a famous Swiss experimental physchologist, Dr. Jean Piaget, whose life work has largely concerned the study of how children develop and use their intelligence.

Each chapter/stage presents developmental characteristics as well as social/emotional growth, language development and appropriate games and activities .

To further aid the reader, the manual has been color coded as follows:

Pink: Age/stage chapters
Blue: Group Activities
Yellow: Room Environment-Daily Planning
White: Evaluation
Green: Appendix-References

In working with children, teachers may find many other activities that are both fun and appropriate. This is only a beginning. The teacher may want to add her own ideas or cross out activities that either she or the children do not enjoy. Remember - this is your manual, designed to help you plan a happier learning day.

It is the author's sincerest hope that this manual will enable teachers of infants in group care to provide their children with the experiences that make for the best development in or out of the day care environment.

DEVELOPMENTAL CHARACTERISTICS

1) GRASPING - when the middle of the child's hand is touched by something, the child's fingers close around it making a fist.
2) STARING - after the first week of life the infant will not look but rather stare at an object or light that catches his eye.
3) HEARING - after the first 24 hours the infant is able to hear.
4) MOVEMENT OF THE BODY, HEAD AND ARMS - the infant is able to move his neck from one side to another; he is able to move his body slightly from side to side (more of a rocking) and he is able to shake his legs, arms and hands.
5) SUCKING - if a child is not sucking at birth, he will do so when his cheek or mouth is touched.

SOCIAL/EMOTIONAL GROWTH

1) Cuddle the infant during his feedings and at various other times during the day.
2) In a day care situation, hold each infant for at least 10 minutes in the morning and again for 10 minutes sometime during the afternoon.
3) Answering a child's cries with love and comfort will provide a feeling of infant trust. Letting a child frequently cry and go unattended can lead to feelings of fear and insecurity which tend to slow down learning.
4) The stimulation of music, voices and steady types of sounds is fine. The infant, however, is easily frightened by sudden loud noises.

LANGUAGE/MUSIC

1) The birth cry, stimulated by the traditional slap on the bottom, is the first sound the infant makes.
2) Smile and talk softly to each infant as he is tended to.
3) Sing and hum to the infant while caring for him.

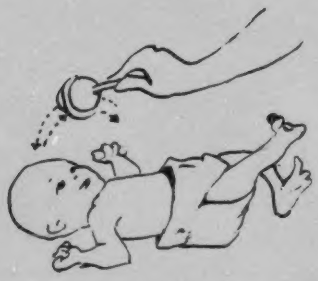
GAMES

1) EXERCISING THE INFANT'S EYE AND NECK MUSCLES

A) Catch the baby's eye by shaking a rattle no more than 7½ inches away (about a hand span) from his eyes.

B) Slowly move the rattle to one side, then to the other so that the baby has to turn his head to follow the path of the rattle (the infant is extremely near-sighted and can see only in a blurred fashion beyond a distance of 7½ inches).

WHY: Exercise of eye muscle
Builds alertness
Mothering/attention

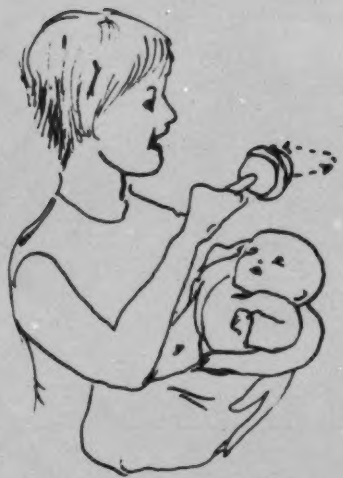


2) EXERCISING THE INFANT'S EYES

A) Catch the baby's eye by shaking a rattle no more than 7½ inches away from his eye level.

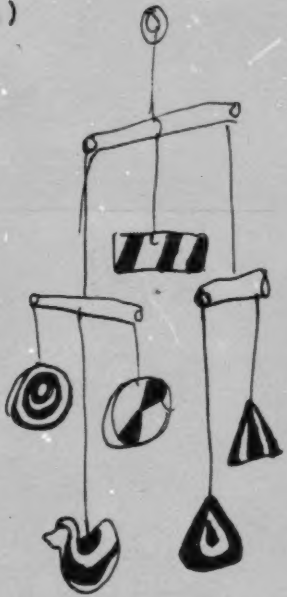
B) Slowly move the rattle in circles so that baby is following the path of the rattle by moving only his eyes.

WHY: Eye exercises
Builds alertness
Mothering/attention

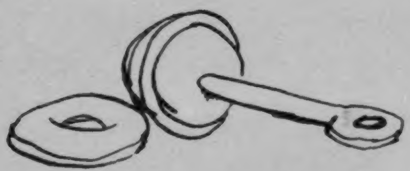


MATERIALS

1) MOBILE - The mobile should be either a mixed black and white pattern or a mixed colorfully patterned design on each part of the mobile. (This arrangement is far more interesting to the infant than are the mobiles containing parts which are solidly colored; and shiny is preferred to dull.)



2) VARIOUS OBJECTS TO SUCK ON AND TO GRASP - Teethers, rattles, etc. (Infants prefer objects which are brightly colored. Favorite infant colors are red, yellow and orange.)



DEVELOPMENTAL CHARACTERISTICS

Through practice and growth the infant, during the first month of lefe, becomes able to develop and change his birth reflexes (sucking, grasping, staring, body movements, hearing).

SENSORY

1) The infant learns to follow moving objects with his eyes.
2) The infant learns to follow moving objects until they are out of sight.
3) Eye/Hand Coordination - The infant is now able to follow his hand with his eye.
4) Eye/Hand Coordination - After some practice the infant becomes able to control the movement of his hand and is able to place it in his mouth. (This early type of thumbsucking should not be discouraged, as it is not harmful and is an important new discovery for baby.
5) Eye/Ear Coordination - The infant is now able to turn his head in the direction of a sound.
6) Physical - The infant may show his strength by lightly raising up his chest and head from a flat position.
7) Around four months baby may even give out with a real belly laugh.
8) Social - Sometime within this stage the infant comes to recognize his caretaker and will quite often reward her with a smile.

SOCIAL/EMOTIONAL GROWTH

1) Cuddle the infant during his feeding and at various other times during the day.
2) In a day care situation, hold each infant for at least 10 minutes in the morning and again for at least 10 minutes during the afternoon.
3) Answering a child's cries with love and comfort will provide a feeling of infant trust. Letting a child "try it out" and go unattended can lead to feelings of fear and insecurity which tend to slow down learning.
4) The stimulation of music, voices and steady types of sounds is fine. The infant, however, is easily frightened by sudden loud noises.

ACTIVITIES

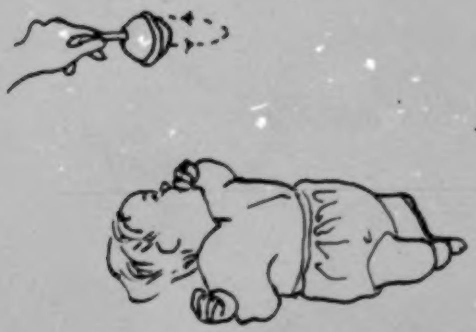
LANGUAGE/MUSIC

1) Talk softly to each infant as he is tended to; diapering, bathing, feeding, etc.
2) Sing to the infant while he is being cared for.
3) Gain baby's eye and coo and talk to the child. When the infant coos or makes sounds, talk right back, making your own funny clicking sounds or copying his sounds. (This tells baby that you appreciate his efforts and enjoy listening to him.)

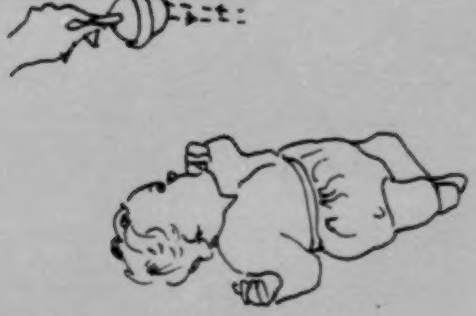
ACTIVITIES (1-4 Months)

GAMES/DEVELOPMENTAL EXERCISES

1) Hold a rattle about one foot away (little more than a hand span) from the infant's eyes. When you have the baby's attention, move the rattle in a circular motion, so that the infant must use only his eyes to follow the track of the object. WHY: Eye exercise

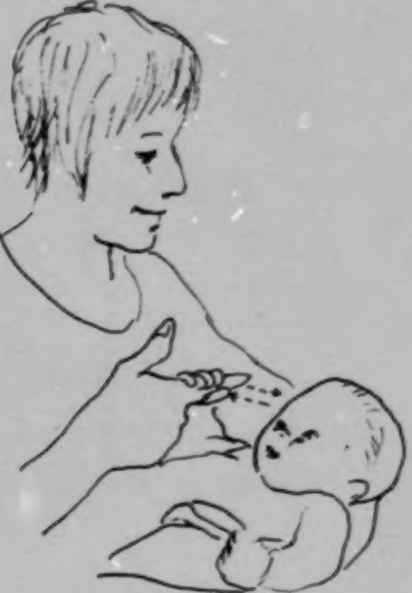


2) Same as above only vary the path of the rattle by moving it along a straight line so that the infant must use only his eyes to follow. WHY: Eye exercise



3) Eye/Hand Coordination - Have child grasp at your finger, move back and forth, tugging playfully.

WHY: Eye/hand coordination (child practicing using his eye and hand together)

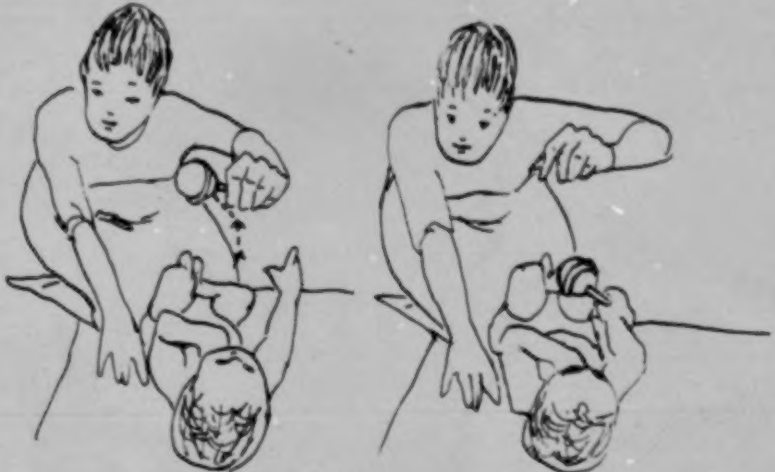


4) A) While the caregiver is out of the baby's line of vision, slowly lower a rattle, shaking slightly to gain baby's attention.

B) Slowly move the rattle up and back so that baby's eyes are looking upwards.

C) Encourage baby to grasp the rattle and after a brief tussle for the rattle, allow him to have it.

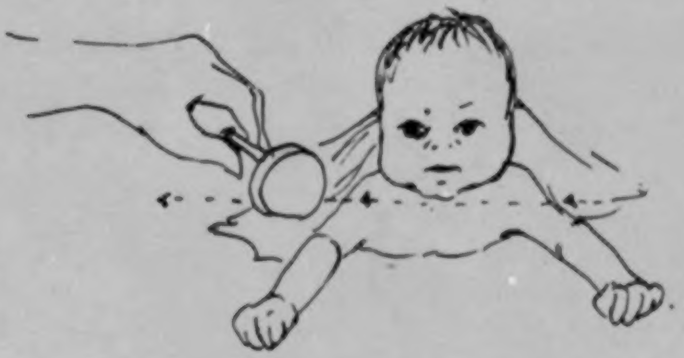
WHY: Eye/hand coordination



5) A) Place baby on stomach

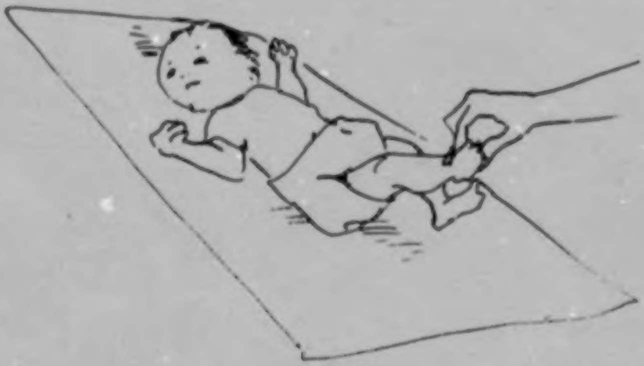
B) Hold rattle about a foot in front of his eyes.

C) Slowly move the rattle from one side to the other so that he must move his head in order to follow the path of the rattle. WHY: Eye exercise
Concentration



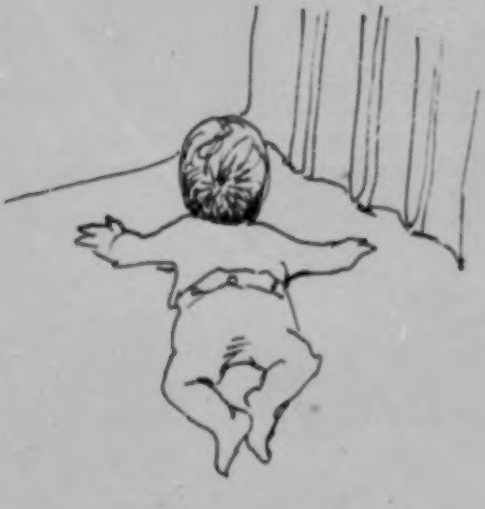
6) Exercise the infant's legs by slowly moving each leg straight out and bend up and down.

WHY: Strengthening of limbs



7) Place the infant on his stomach in his crib and on the floor.

WHY: To strengthen his back and neck muscles which he will be using later when he starts to crawl.



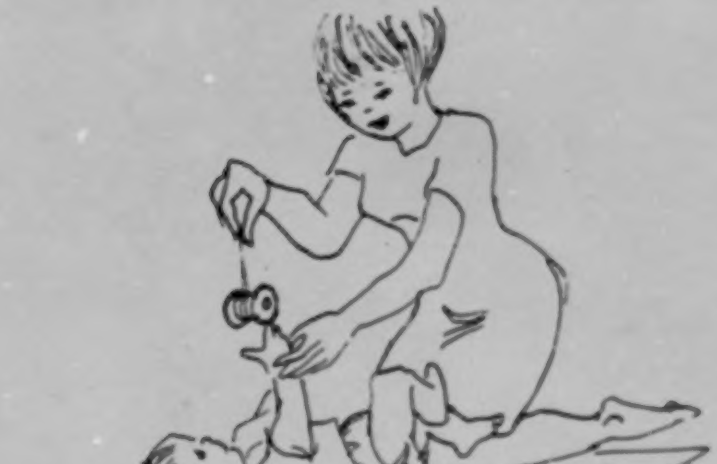
8) A) Hang various objects by strips of elastic - use graspable materials such as spools, beads, small dolls, pieces of cloth, noise-making rattles, etc.

B) Encourage baby to handle object, shake or move object while baby watches.

C) Guide his hand towards grasping object, allow him to tussle and handle.

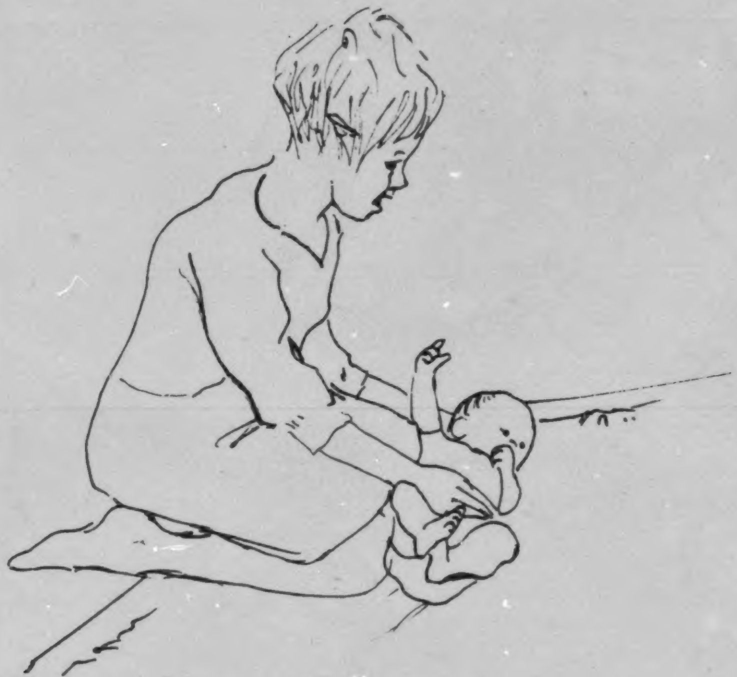
D) As the items continue to dangle before him and within easy access, he will soon discover how to obtain these items on his own.

WHY: Eye/Hand coordination
Helps to build first understanding of objects



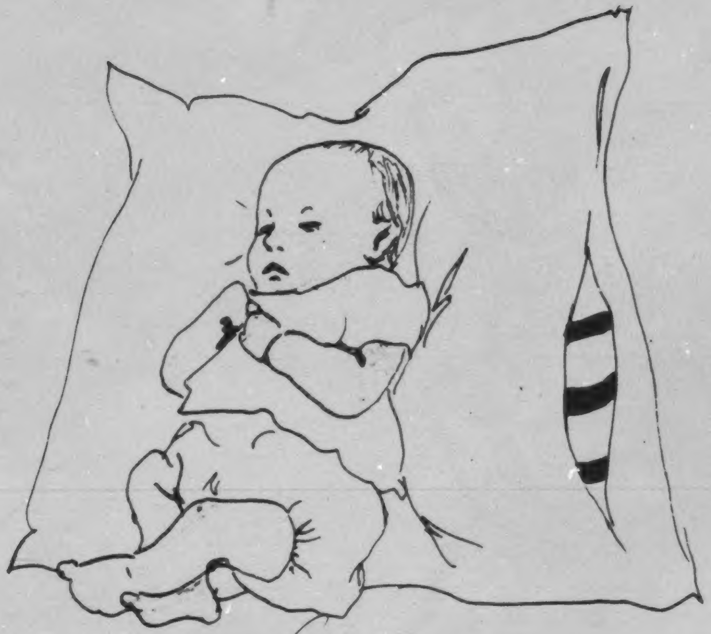
9) A) For variety, turn the infant on his side and stomach for short periods. The baby at this stage is unable to turn himself over into these positions.

WHY: Offers new stimulation, a new look at the world
Body exercises



10) The four-month old should be propped up in a sitting position with a pillow in back for support, as he enjoys holding up his head for short periods.

WHY: Good Exercise
New stimulation, interesting things to see from a new position



(1-4 Months)

MATERIALS

1) Musical toy with a string for baby to pull

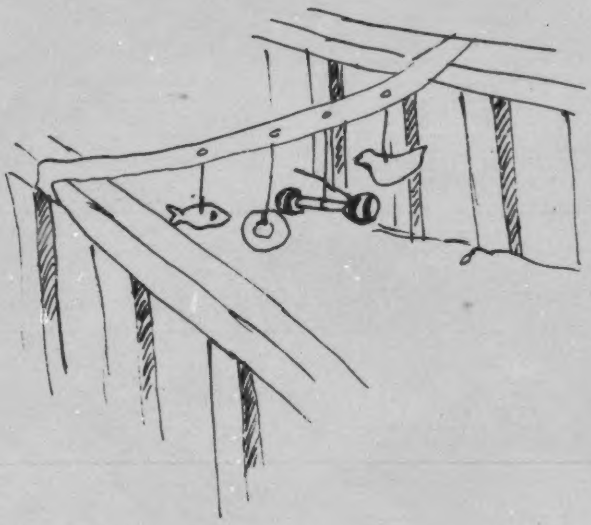
2) Mobile - both colorful and of a patterned design (See material section of Stage I)

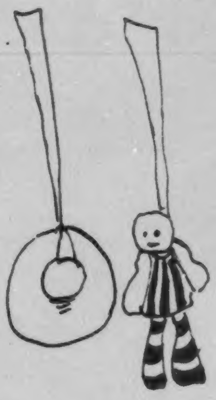
3) Noise making toys - rattles, squeeze toys (favorite infant colors are red, yellow and orange)

4) Plush toys, rag dolls

5) Cradle gym

6) Dolls, rattles, cloth, or other interesting and graspable items suspended from an elastic strip for tugging and grasping





DEVELOPMENTAL CHARACTERISTICS

SENSORY

1) COORDINATION BETWEEN EYE AND HAND - For the first time the infant is able to use his eyes to guide his hands. Up to now, touching of objects was accidental. Now he discovers through practice that he can use his hands to move objects whenever he wants to. Having interesting hanging objects to move is an excellent way to stimulate infants' mental growth; it is during these early months that, quite frequently, infants in more unstimulating environments begin to fall behind.

COGNITIVE

2) Through his handling of a variety of materials, the infant learns new things to do and new ways to use materials. The infant, as an example, in handling a rattle which he has always moved up and down, may, by accident, rub it against the wood of his crib, making a new and interesting sound. His efforts to repeat this event are a learning experience and add to the infant's growing knowledge of the world. Simply stated, the more the infant does, the more he is able to do.

3) Judging the positions of falling objects - The infant shows that by watching an object move out of his sight he is beginning to understand the most important idea of this period, object permanence (a term meaning that the child

understands that objects that move out of baby's sight still exist even if he can't see them: and words, if a toy rolls under a bed, a child who understands object permanence will look for it, while the child who does not may feel that it has disappeared forever.

PHYSICAL

1) The infant begins to hold his own head erect when being carried.
2) At age five to six months, the infant learns to let go of objects - up to this point, although the infant has been able to grasp, he has not been able to actually let go of things on his own.
3) The infant can now change things from one hand to another.
4) From about six months the infant learns to turn from his stomach to his back; his next accomplishment will be learning to turn himself over from his back to his stomach.
5) At around seven months the infant may begin to use objects to pull himself up on.
6) Between eight and nine months the baby usually becomes able to grasp tiny objects pincer-style (between index finger and thumb) with great accuracy.
7) The infant's first teeth, generally the lower front teeth, come in between five and eight months.

DEVELOPMENTAL CHARACTERISTICS (4-8 months)

SOCIAL/EMOTIONAL GROWTH

1) The child is still completely self-centered. The infant at this stage feels that he is the cause of everything that happens.
2) Hold and play with each baby individually three and four times a day. This type of contact helps baby feel loved, and when baby feels loved, he feels happy and ready to learn.
3) Use a happy voice and praise each child in your care.
4) When possible, hold baby in an upright position for cuddling rather than across your lap, as this type of close contact offers baby a greater sense of security.
5) Stranger anxiety develops from about five to eight months.
6) By six months of age baby has generally formed attachments to his own family, crib, house, yard, play things.
7) It is during the six to nine month age period that some babies begin to hold out their arms to be picked up, although some may not do so until a year of age (a few normal babies may never do it at all).
8) The infant begins to show anger when something is taken away, However, distracting the baby with something else is generally a comfortable solution.
9) Love, attention and praise are by far the very best forms of discipline during the entire period of infancy.

9) Baby enjoys looking at himself in a mirror.

ACTIVITIES

LANGUAGE

1) Repeat sounds baby makes in front of him so that he may see your lips move.

2) Chat with baby often, talking about what you are doing. Example: "Oh, let's just put Billy's diaper on now." "That's right, put your leg up." "Oh, what a nice baby." This is a most important step, as children learn language largely by hearing the people close to them speak with expression and feelings in everyday action situations. This is the way in which the child learns language, rather than simply through direct teaching or imitation.

3) Baby's interest in language grows from six months on-speak carefully and try to use sentences.

4) Use the baby's name frequently in talking to him, so that he is sure to identify his name as his own special label.

5) Pleasant conversations going on around the baby frequently are a way of getting baby to talk and make sounds and he will often cheerfully join in with his own babble.

GAMES

1) A) Hold rattle a foot (a little more than a hand span) over the baby's stomach and shake it to get his attention.

B) Move it downward until he is able to grab it.

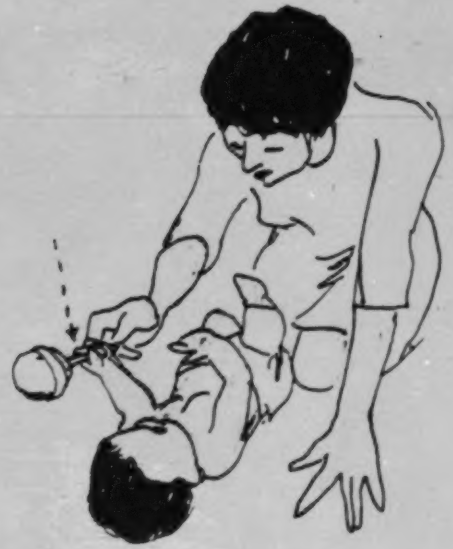
C) After a brief tussle allow him the pleasure of winning it away.

D) Praise him for his efforts and rejoice in his joy.

E) Talk as you play, describing your moves and advise him to "Get the rattle, grab it, that's right, good", etc.

F) Raise his hand upwards until he releases it, then begin again until he is tired of the game.

WHY: Eye/Hand coordination; baby learns to listen and put sound and actions together.

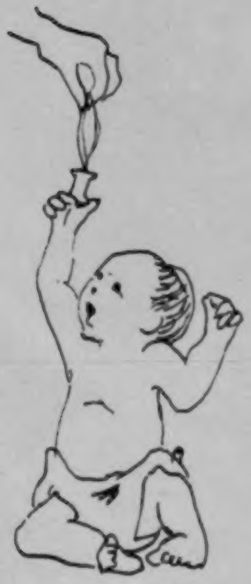


2) SPOOL AND ELASTIC FOR PULL AND STRETCH

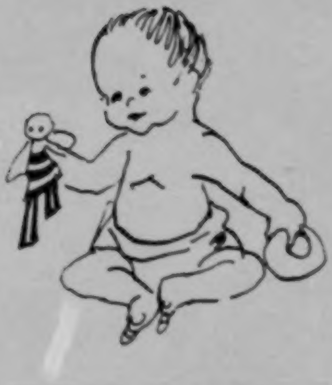
A) All manner of hanging objects such as rattles, rag dolls, spools, pieces of material, etc. Bouncing from elastic makes good grab and pull toys.

B) Dangle a toy so attached in front of baby encouraging him to grab it; tug playfully in a push-pull manner back and forth in a happy but not teasing way.

WHY: Baby learns about abjects
Eye/hand coordination

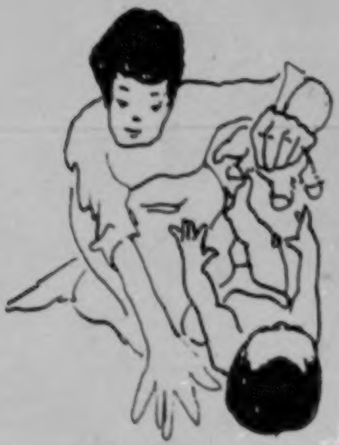


3) Encourage handling of a variety of objects and plentiful exploration.



4) Drop soft objects on side and over baby's tummy so that he is able to follow movements and practice anticipating the fall so that he can later pick up the objects.

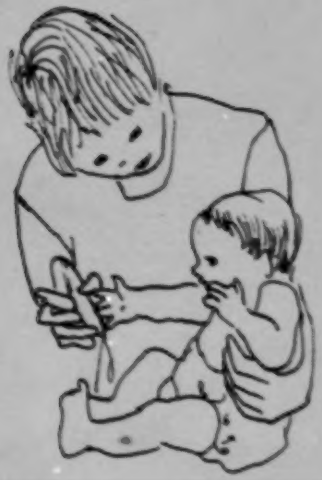
WHY: Baby begins to understand what objects do and where they go.



5) A) Show baby a mirror.

B) Discuss part of body and face, pointing to each as baby examines his image.

WHY: Teaches baby about his body
Helps baby learn who he is



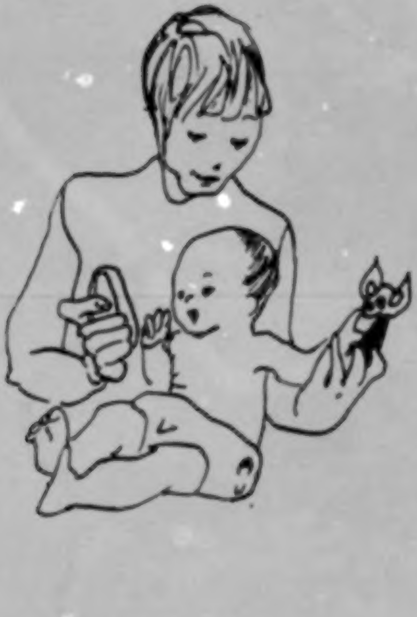
6) MIRROR GAME

A) As baby looks into the mirror present objects over baby's shoulder.

B) Check to see whether he understands that the objects are behind him and will turn around to obtain the toys that he sees reflected in the mirror image.

C) From time to time, present various objects in this manner as a way of developing the baby's idea of space.

WHY: Helps baby understand space

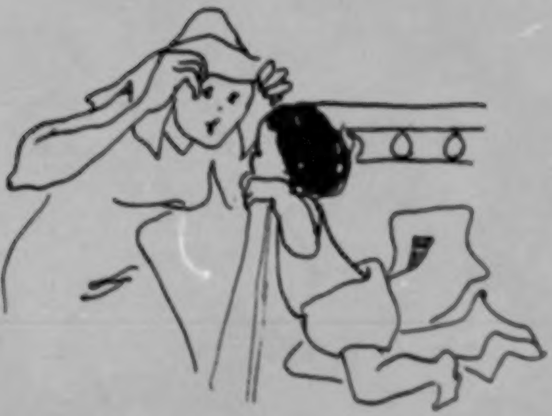


7) PEEK-A-BOO GAME

A) Adult holds a diaper or other handy material over his face

B) As baby glances at covered face, pop forward with a gentle "boo."

WHY: Baby learns the joy of a fun interaction with another person
Helps him understand that people who are out of sight still exist and can come back (object permanence)

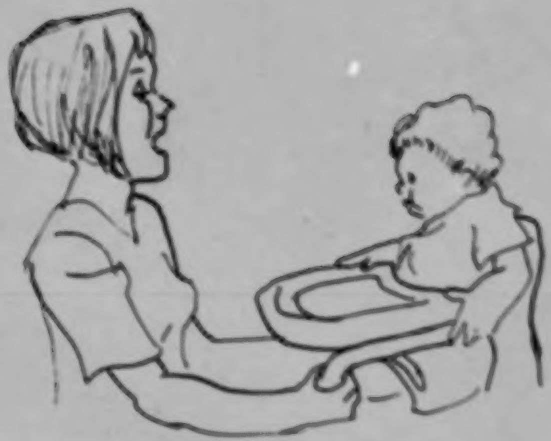


8) AHHH-BOO GAME

A) Infants at this stage are often fascinated with surprise moves.

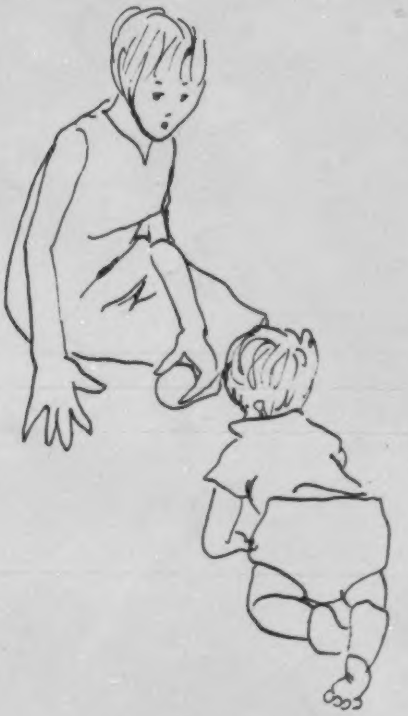
B) Click or make a noise to get baby's attention, then slowly open your mouth saying "Ahh," still verbalizing, slowly lower your head towards him, then give out with a surprise "boo."

WHY: Joy of interaction with another



9) Encourage baby to crawl by placing objects baby wants a few feet away. To get baby's attention shake toy and call child's name.

WHY: To exercise muscles in preparation of other physical accomplishments - standing, pulling up, walking



SINGING/FINGER PLAY GAMES

1) Sing to the baby. Babies need to hear words, sounds and rhythm.

2) Finger/Toe play

A) Pat-a-Cake

B) This Little Piggy

C) Tommy, Tommy

D) That's You

E) Nursery rhymes

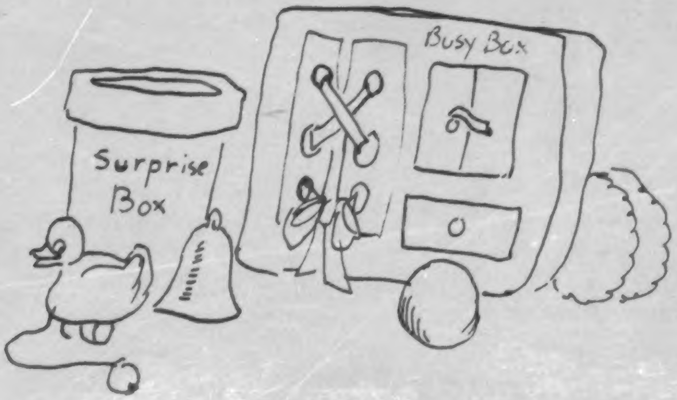
3) Peek-a-Boo games using hands over eyes or cloth to cover face with children six to eighteen months is a most enjoyable form of play, relaxation and communication with baby.

4) Gentle Roughhouse
   - A) Gently bounce on knees while sitting in a chair or on the floor
   - B) While sitting on the floor, lift baby up on your legs as you go back (teeter-totter style)

(4-8 Months)

MATERIAL

1) Cradle gym - elasticized objects, noisemakers
2) Mobile - color and sound (remember the infant's favorite colors are red, yellow and orange and he prefers complex patterns to solidly colored designs, and shiny to dull surfaces)
3) Grasping toys - some noisemakers
4) Cloth and plush toys
5) Unbreakable mirror
6) Teething rings and toys
7) Bells
8) Texture ball
9) Cloth blocks
10) Rolling toys
11) Elasticized pully type toys
12) Surprise box
13) Manipulative activity boxes (Busy Box)
14) Baby bouncer
15) Infant swing



DEVELOPMENTAL CHARACTERISTICS

COGNITIVE

1) The infant begins to understand how to use certain materials in order to get what he wants (means to obtain ends) This use of one object or part of the body in order to get another object represents the first clear acts of intelligence on the part of the infant.

2) Search for objects that disappear (object permanence) - The infant begins to understand that just because he cannot see something or someone it is not gone forever. This is the stage when the child begins to understand the idea of object permanence, which means that he finally realizes that an object put away or one that rolls away still exists and can be looked for. This idea concerning the nature of objects is one of the most important learnings during the period of infancy.

3) The child begins to recognize something when seeing only part of it. For example, the bottle is the bottle regardless of its position (side, top,bottom).

4) The child now learns to expect what certain actions mean. The child knows that when mother gets up she is preparing to leave the room or he begins to realize that when he hears a rasping sound he is nearing the end of his bottle.

DEVELOPMENTAL CHARACTERISTICS

PHYSICAL

1) By age ten months the "average" baby can support his weight when standing although an adult must give him balance.

2) At eleven months the baby can be pulled to a standing position and then, if his grip is changed to a piece of furniture, he can balance himself. It may even be possible for the child to take a few steps by holding on to someone's fingers.

3) By age one the child can pull himself to his feet, although the first few times he may not know how to get down and may panic and yell for help.

4) By one, the baby can usually move around a steady support such as a table which allows him to side step around or a walker which allows him to move forward.

5) Between eight and ten months the baby is, generally, sitting up without supports.

6) During this perios the child becomes a great finger mover, who enjoys playing and handling his food. It is wise, therefore, to give the child his own spoon while he is being fed.

7) Around eleven months the baby is able to grasp tiny objects pincer-style between thumb and forefinger; he enjoys picking up objects and food in this manner.

8) From eight to ten months the infant is busily perfecting his crawling skills, and may be seen using his arms, knees (turtle fashion)to move about.

9) When being changed, baby wiggles, squirms, and must be given a toy to keep him calm.

10) Baby begins to cooperate in getting dressed by holding out a hand, raising, lowering head, etc.

11) Around one year of age, the infant waves bye-bye, usually by closing and opening his fist.

12) The baby by eleven months has learned to conquer the "visual cliff" effect (the "visual cliff" refers to the baby's built in caution of heights which is shown when the child first begins to crawl and will crawl down stairs backwards on all fours).

13) By eleven months the infant can walk around while holding on to a steady type of support.

14) The infant may now drink from and hold his own cup, often times using only one hand.

15) The infant enjoys letting go of an object and watching it disappear. (Tieing a number of things on strings for baby to drop not only provides baby with learning, but it is centainly easier on mother).

SOCIAL/EMOTIONAL GROWTH

1) Baby is now more aware of how important his caregiver is to his comfort and may fuss more when his special person is not around.

2) Baby is now able to distinguish familiar faces from those of strangers, and may begin to show some stronger anxiety, particularly if he has never been away from home.

3) At this stage, babies are beginning to crawl and tend to "get into everything." Continue to show love, partience and encouragement in guiding the children.

4) The child begins to understand that other people can make things happen. (Up to this point, his self-centeredness made him feel that he alone was the cause of all actions).

ACTIVITIES

LANGUAGE

1) Speak to baby as you care for him. Every physical care procedure from diapering to feeding should be a time when you are using conversation. Even though you may not be sure that he understands you, talk to baby about almost any topic you may need to get off your chest.

2) A child of eight months may enjoy looking at a book containing large colorful pictures of simple objects. Name each object as you point it out to the child. The combination of being held, given attention and read to will provide a happy experience in both listening and concentrating.

3) By eight months baby has a great desire to imitate all that he sees and hears around him. Hold him so that he is able to see your lips, make such sounds as: pa, ma, fa, da, ga, ba, all of which are sounds that he is making on his own. Praise him with hugs, smiles, words, and attention.

4) The child begins to understand a number of words that are said to him mostly in the form of commands ("Come here"); questions ("can you pick up your bear?"): and phrases related to routine care activities ("Let's put your shirt on").

5) Beginning at nine months the child tends to show far more emotion and emphasis in letting you know his wants, such as dinner, a diaper changed or a special toy.

GAMES

1) A) Place one or more objects on strings

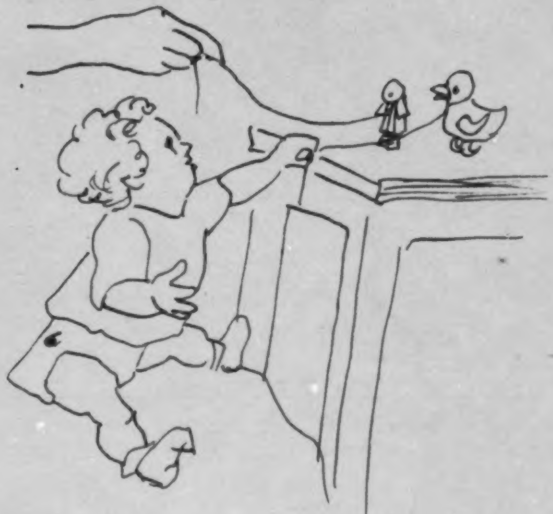
B) Demonstrate for baby by pulling a string to reach an attached toy.

C) Allow baby to try

D) If he unable to do it, simply allow him to watch your behavior in obtaining the items by pulling on the string.

E) By observation and your encouraging words he should get the idea.

WHY: This makes a good problem-solving activity and emphasizes the most important fact of object learning during this entire period, the concept that objects out of sight still exist and may be looked for.



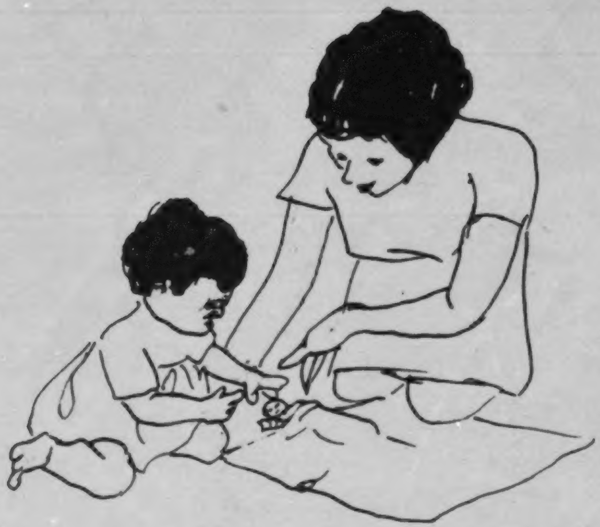
2) A) Hide a toy under a diaper or a blanket in plain view of baby

B) Lift up the cloth to show him that the toy is still there

C) Ask baby to find or get the toy

WHY: This game is a test of object permanence, which is the understanding that an object out of sight still exists and may be looked for.

Problem-solving practice

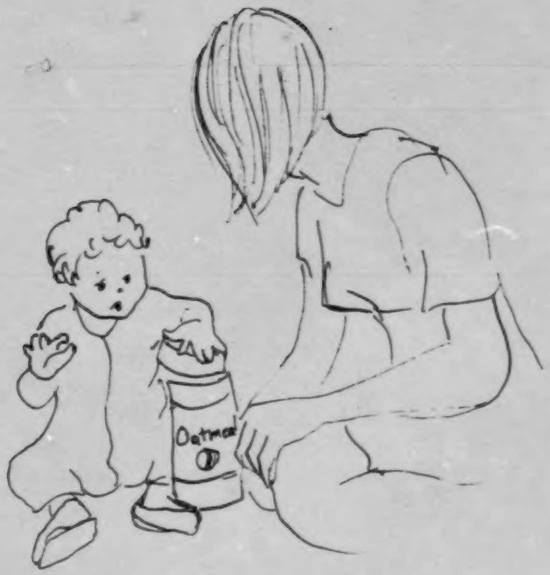


3) Surprise and find-and-seek games are educationally challenging and also appeal to baby's sense of wanting to be surprised.

   A) Place objects in a box or in any other easily opened container

   B) Encourage baby to find the missing object by showing him where it is and then allow baby to try.

   WHY: Object permanence (problem-solving practice)



4) At ten months, baby begins to recognize himself in the mirror.

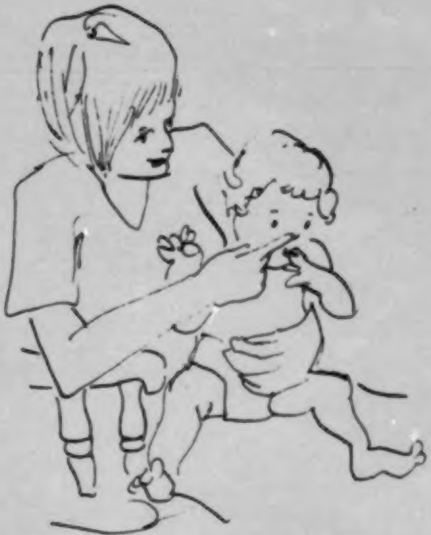
   A) Name the parts of the face and body with baby

   B) Use the mirror to begin with

   C) Playfully point to each facial part and label it for baby

   D) Eventually baby should be able to point to each feature as the caretaker asks baby where his nose is, etc. (Evidence indicates that culturally deprived children may not recognize themselves in a mirror or photograph even at six years of age.)

   WHY: Teaches baby self-awareness
   Vocabulary



SINGING AND FINGER PLAY*

1) Row, Row, Row Your Boat

2) Here is a Beehive

3) Pat-a-Cake

4) This Little Piggy

5) Ten Little Indians

6) Jumping Jack

7) Name Parts of Baby's Face and Body

8) That's You

9) Nursery Rhymes

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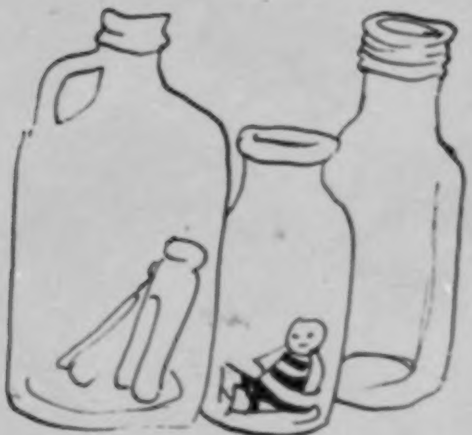
*See appendix or Music part of Group Activity Section

MATERIAL

1) Pull Toys
2) Teething Toys
3) Plush and cloth toys
4) Balls
5) Surprise Box
6) Manipulative activity box
7) Wheeled toys
8) Blocks - cloth
9) Bells/Sound toys
10) Water play for hot days
11) Clothespins and other objects in plastic milk bottles and other containers
12) Various see-through (plastic) bottles with screw-on tops
13) A large assortment of pots, pans, and easily take-apart type items: containers, double-boilers, percolators. (At this stage, the child is a great taker-aparter, but cannot actually put them back together.)



DEVELOPMENTAL CHARACTERISTICS

COGNITIVE

1) TRIAL AND ERROR PRACTICE - At this stage the child discovers new ways to solve new problems. Example: Child standing in play pen tries to reach toy which has fallen out. Through trial and error the child discovers that by pushing his playpen forward he may move close enough to get it.

2) COMES TO UNDERSTAND HOW TO LOOK FOR OBJECTS - Teacher places object under one covering, then slowly before the child's eyes she removes it from the first covering and places it beneath a second covering. To get the object, the child must go to the last place he saw the object moved, rather than looking for it in the first place he saw the object put. During this stage the child is able to look for an object in the place it was last seen (during Stage IV the child is not capable of this type of object hunting). (Provides the best single clue as to where baby is developmentally).

3) OBJECTS BEYOND SELF ARE SEEN AS CAUSE OF ACTIONS- Roughly prior to eight months the child sees himself as the cause of all actions. By around twelve months he begins to recognize that others can cause actions, and during this stage he becomes more fully aware that others and other objects cause things to happen: there is a lessoning of the

earliest type of self-centeredness.

4) The child now copies the everyday actions he sees, such as tooth brushing, hair combing, etc.

5) Child recognizes body parts on himself and others.

PHYSICAL

1) The child enjoys combining his new walking skill with grasping and will often haul large size material around with him as he explores.

2) The child now will also practice walking, standing and letting go; for he is now able to empty a shelf in no time flat.

3) By around eighteen months the child can turn pages of a book, generally several at a time.

4) The child by fifteen months is usually able to walk fast and run stiffly; the child can also walk backwards at around sixteen months (his confidence is such he may even pull a toy as he goes).

5) He still is crawling down stairs backwards, but can walk upstairs holding on to a helping hand.

SOCIAL/EMOTIONAL GROWTH

1) The child is beginning to do for himself. He is now able to combine his newly learned walking and handling skills with his exploration. A caregiver must allow for this wide exploration to be done safely. This is the period when a child's feeling about himself (self-esteem and self-confidence) may be encouraged.

2) A child should learn to be mostly successful in his explorations. Psychiatrist Eric Erikson believes that this stage is important for the development of a child's self-confidence and that constant "Nos" and disapprovals lead to a child's developing a sense of shame and guilt. (Save the no's for the dangerous situations.)

ACTIVITIES

LANGUAGE

1) As the infant begins to say a few words or almost words, encourage him and help to increase his speech and understanding by putting as many situations as possible into words. Verbalize action situations for him, such as "Look at Jimmy climb," "We are walking so nice and tall,".

2) The infant at twelve months begins to use recognizable words such as "da da," "ma ma."

3) By fifteen months the child may have a speaking vocabulary of five to ten words and by eighteen months he has a vocabulary of more than three but less than fifty words, and understanding is progressing rapidly.

4) The infant will tend to identify objects and needs by gesturing and pointing.

5) Speak to the baby in sentences and use his name frequently.

6) Ask baby to bring you an object. When the object is delivered, praise his efforts.

7) Give the baby simple commands and questions (such as, "Can you empty the whole dish?", "Push your truck across the room."). Praise him warmly for his efforts.

8) Label the qualities of objects. Use such descriptive words as soft, hard, smooth, cold, hot, prickly, etc.

9) Put everyday situations into words.

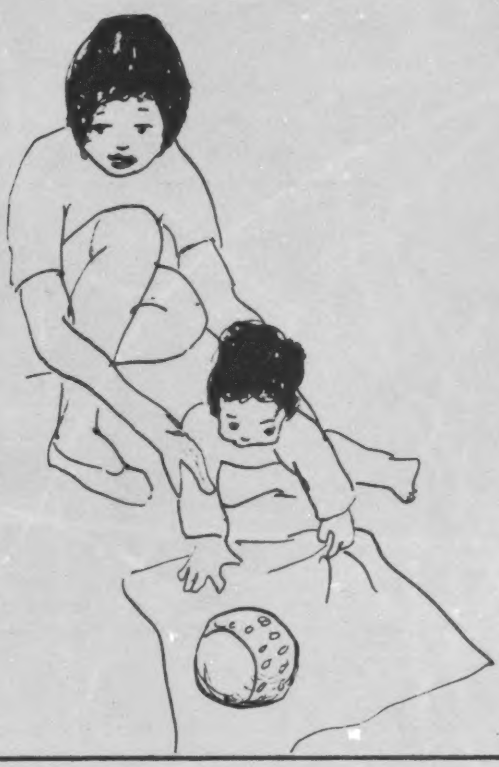
GAMES*

1) A) Place a favorite non-rolling toy on a cloth.

B) Allow baby to reach cloth.

C) Encourage baby to pull on cloth in order to fetch the toy.

WHY: This is an exercise in learning about space that shows the fact that when an object moves, the support the object is on also moves. (This type of activity shows the beginnings of truly intelligent activity.)



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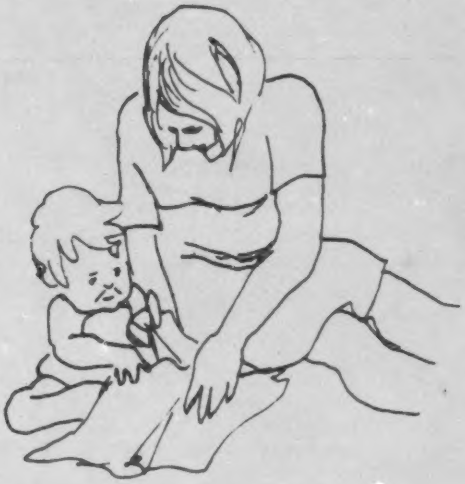
*See Group Activities for Toddlers

2) A) While baby watches, hide an object under a cover or diaper; before baby's eyes move it under another covering.

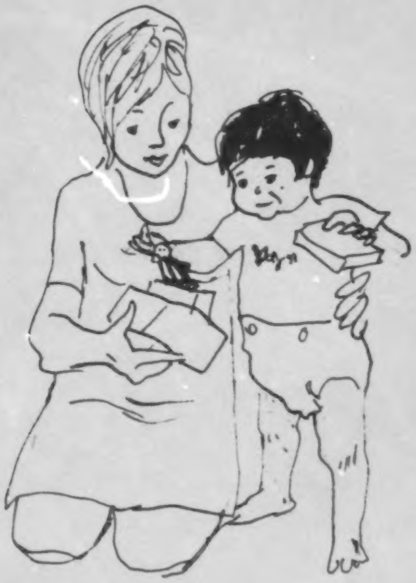
B) Baby should, or with practice and encouragement, will, realize that the place to look for an object is where it was last placed.

WHY: Increases baby's knowledge of the nature of objects.



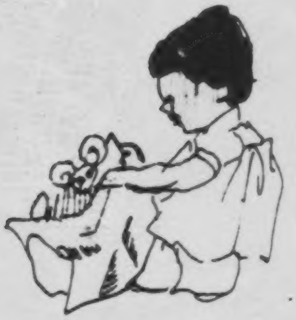
3) Place an object in a box, then place the box in yet another box, so that baby is challenged to look for and find the object.

WHY: Teaches baby that the world is dependable and that objects out of sight still exist (object permanence)



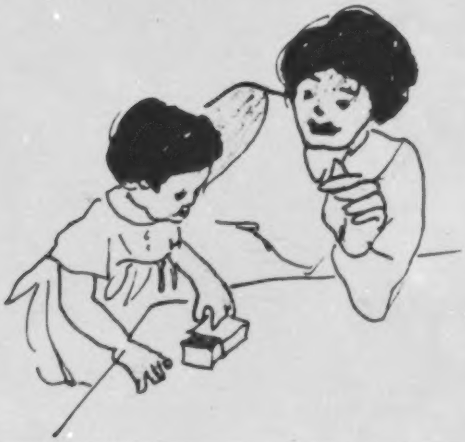
4) Wrap a toy in paper (no tape or string); allow baby the fun of unwrapping it.

WHY: Object permanence
Challenges baby's skill and imagination



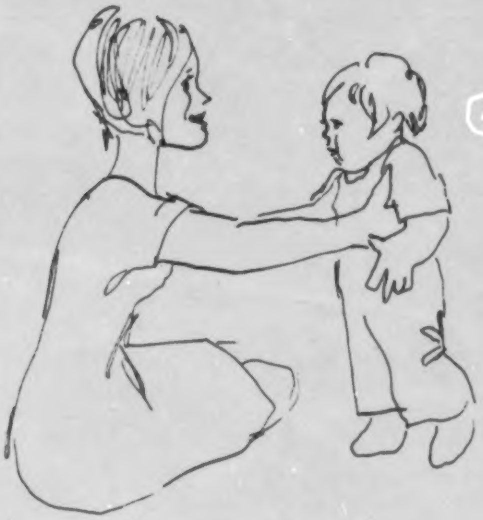
5) Place an object in match-box type container for baby to use his fingers to get.

WHY: Finger exercise (small muscle)
Challenges baby's imagination



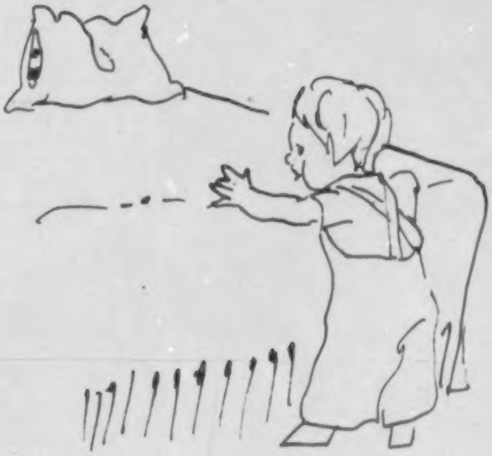
6) While baby is standing, hold him at arm's length and encourage him to walk to you.

WHY: Large muscle activity for walking skill



7) Encourage baby to hold on to the side of the bed or another convenient stable fixture and walk holding on along the side.

WHY: Walking skill



SINGING AND FINGER PLAY*

1) One, Two, Buckle My Shoe
2) Ten Little Indians
3) Hickory Dickory Dock
4) This Little Piggy
5) Here is a Beehive
6) Row, Row, Row Your Boat
7) All Around the Mulberry Bush
8) Pop Goes the Weasel
9) A Bear Went Over the Mountain
10) The Wiggles Song
11) Jack-in-the-Box
12) Two Little Blackbirds
13) Ring-Around-the-Rosy
14) The Pumpkin Song
15) Nursery Rhymes

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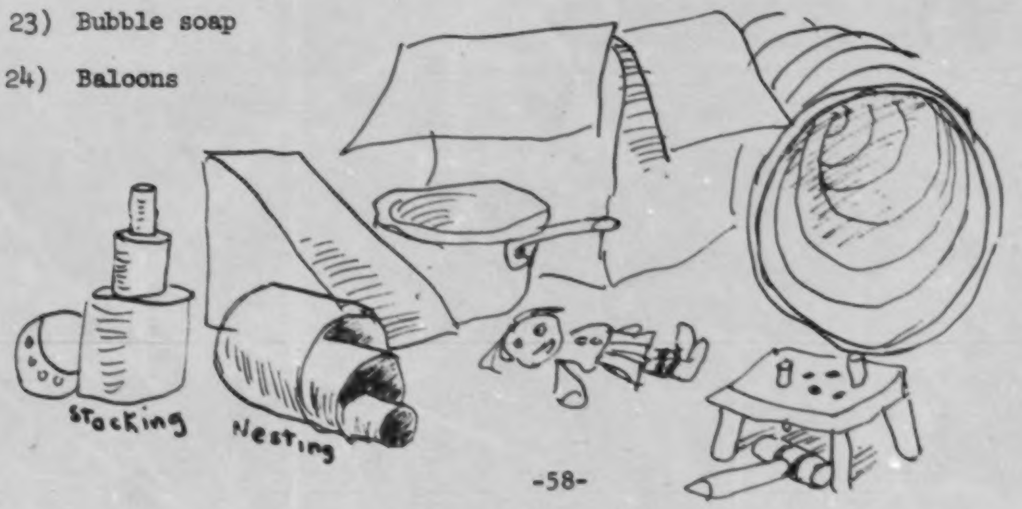
*See Appendix or Music Part of Group Activities section for words and tunes.

(12-18 Months)

MATERIALS

1) Blocks - cloth, soft plastic
2) Nesting toys
3) Stacking toys
4) Balls
5) Pulling/pushing toys
6) Water play
7) Cloth/plush toys
8) Rocking boats
9) Peg pounder
10) Texture books
11) Wheeled toys, those producing some sort of sound
12) Basket of small objects to put in and take out
13) Containers with openings for dropping in objects
14) Books - plastic or thick cardboard picture books
15) Plush animals, rag dolls
16) Large cardboard blocks to haul around, push or pile up
17) Inclines for rolling cars and other objects down
18) Pots, pans, utensils, jars to unscrew and generally an assortment of kitchenware to tinker with and bang on
19) Two and three step platforms for crawling, going up and down on and various other experiences
20) Sandbox, swing, climb toys, and crawl-through tunnels
21) Boxes to climb in and out of
22) Crawl-through material - large, long boxes or play tunnel
23) Bubble soap
24) Baloons



DEVELOPMENTAL CHARACTERISTICS

COGNITIVE

REPRESENTATIONAL INTELLIGENCE

1) Up to now the child, when he needed to solve a problem, like reaching a toy, had to use trial and error. Now, because he understands more about what objects are like and about space, he can figure out how to solve many problems in his head. For instance, a child wishes to reach a toy from a high shelf and understands that he will need to stand on something. The stool, however, is wobbly. After looking around the room, he realizes that if he props the stool against a firm supporting piece of furniture he will be able to reach his toy and not fall off the stool.

   This type of thinking and understanding about objects and space means being able to picture a plan of action: This is what is meant by representational intelligence and marks the beginning of the adult understanding (reasoning) process.

2) The child is now also capable of finding objects where he last saw them disappear or hidden. He can now search for and find objects he does not actually see hidden. Example: Show child an object, put hand under cover, displya fisted hand, when child finds that the fist is empty he will immediately search for the object beneath the cover since it is not in the hand. (Reasoning from the clues presented).

3) The child may now work on simple puzzles (1-6 pieces).

4) The child is able to recognize and name objects encountered in books.

5) The child is capable of following simple one-step directions. Example: "Mary, please pick the block up."

6) The child by two has developed a limited sense of time and can remember certain events of yesterday and has a vague sense of tomorrow.

PHYSICAL

1) The child can throw and catch a ball underhanded, using two hands.

2) The child can feed himself partly at eighteen months and by two years of age he is largely able to manage the eating process on his own.

3) By eighteen months he has a sense of ownership and understands what is meant by "My toy" as opposed to "Mary's toy."

4) The child is able to seat himself accurately in a child-sized chair.

5) The child by two is fairly good about verbalizing his toliet needs.

6) The child by around two years is able to run and jump.

7) The child begins to handle many manipulatory skills such as learning to cut with a blunt scissors, using a crayon: and by two he is able to imitate up and down and across strokes and to manage uneven circles.

8) Close to two years of age the child can turn pages singly in a book and by two may enjoy "reading" the book to himself.

9) The child by two enjoys almost any thing that he is able to do for himself. It is important that he be encouraged to do the things that he can do even though he may be awkward.

SOCIAL/EMOTIONAL GROWTH

1) Beginning around eighteen months the child is well aware of adults as controllers and starters of action and the child will go to an adult when he wants something done.

2) A child's tendency to explore and experiment within his surroundings often leads him to test the adult . Children need the security of some sort of an every-day routine, within which consistent boundaries should be set. However, in a well arranged setting the "no's" are held to a minimum. Do not go into long explanations, just be firm but kind in saying "no" when you have to.

3) It is not important that every event be a cause for preaching; sometimes distracting the child with another toy or game is best.

4) Tantrums may grow during this stage due to the fact that the two year old can do so many new things for himself and wants to test his power. The best way to deal with it is simply ignoring the conduct. In a classroom setting, moving the child away from the group so that others are not disturbed is most effective.

5) In handling tantrum or harmful behavior, it is important that the teacher explain briefly to the child that it is his behavior that is undersircable and that it is the behavior, and not the child, that is being rejected. Above all, the caretaker should remain as calm as possible, as adult excitability tends to encourage the tantrum behavior.

ACTIVITIES

LANGUAGE

1) Call each toddler by name when you talk with him, so that he will learn to respond to his own name.

2) Talk with the toddlers at all times and encourage them to answer you and learn as many words as possible. This is very important as the child's future vocabulary depends on language development at this age.

3) Call yourself by name frequently along with the use of the pronouns, "me" and "I."

4) Read to toddlers often, encouraging them to handle and look over the books on their own.

5) Children during this stage often display a vocabulary of more than fifty words. By two years of age many children are using phrases ("want this") and a few can form sentences ("I want to go").

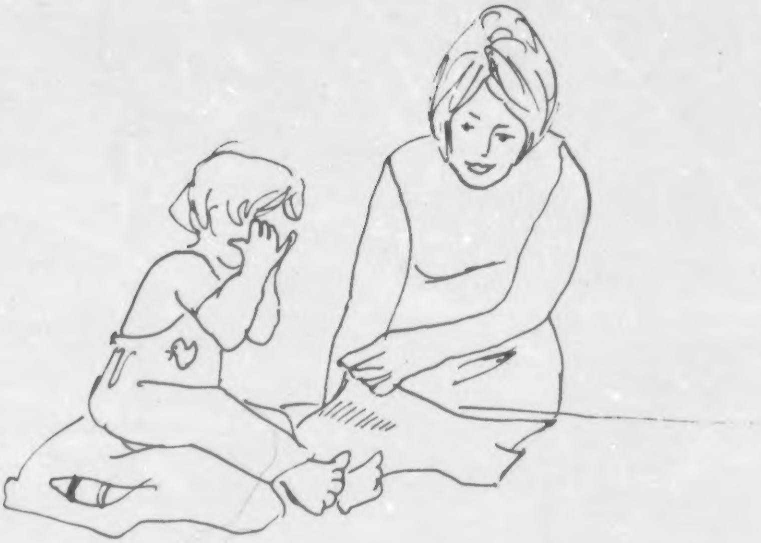
GAMES

1) HIDE AND SEEK OBJECT

A) While the child looks on, hide an object under a blanket, diaper or under any other convenient place; encourage the child to find it.

B) When the child is familiar with the game, have the child cover his eyes while you hide it somewhere within his range, as on a table or the bed, encouraging him to search for it.

WHY: Object permanence



2) WHICH HAND?

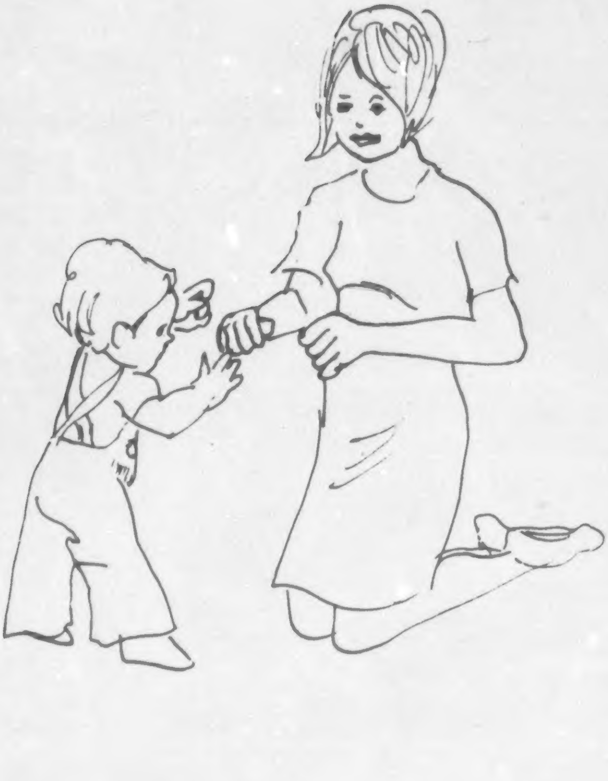
A) Show child an object

B) Put your hand behind your back

C) Bring forth your hands in the form of two outstretched fists

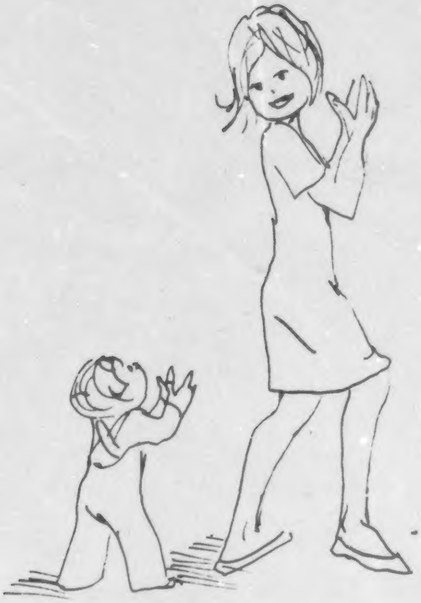
D) Ask the child to choose "which fist"
After a bit of practice the two year old may wish to take a turn.

WHY: Challange child to make a choice and to think



3) FOLLOW-THE-LEADER and other copy-cat games

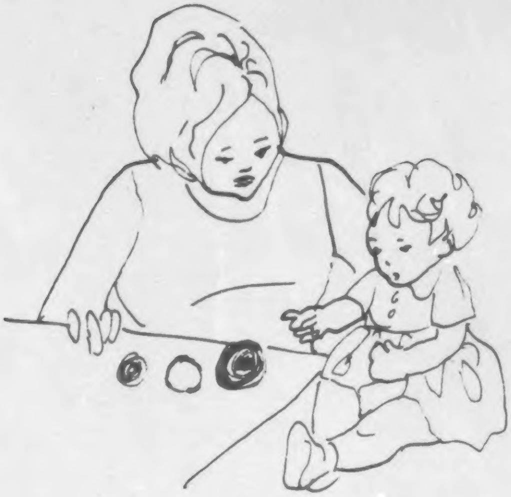
WHY: Large muscle activity
Teaches child to concentrate



4) MATCHING

Using small concrete object or pictures, place three or four objects on top of a table or on the floor, briefly discuss the objects or pictures with the child or children; next hold up a matching picture or object and ask a child to select the matching object or picture from the group of items you have been looking at.

WHY: Teaches child to concentrate and to recognize various shapes and forms



5) After children have had some experience with a particular shape or color (for instance, after working a shape puzzle or discussing a color), have children identify the shape or color by asking the children to pick out the red thing or the round thing from among no more than two or three items.

WHY: To help children make choice and think

NOTE: When discussing a new characteristic, whether shape or color, make sure that one new learning is dealt with at a time (shape, color, number). As an example, never ask for the red triangle, but rather ask for either the red items or for all the triangles. (This applies, of course, only when you are introducing a new item. Once the children are familiar with the concept of red and the concept of triangle, both may be spoken of together.)

GAMES (18-24 Months)

MUSIC/SINGING GAMES*
FLANNEL AND MAGNETIC BOARD STORIES

ACTIVITY SONGS*

1) Ring-Around-the-Rosy
2) I Am Very, Very, Small, I Am Very, Very Tall
3) Here We Go Round the Mulberry Bush
4) Pop Goes the Weasel

ACTION SONGS*

1) Six Little Ducks
2) Put Your Finger on Your Nose
3) The Goblin in the Dark
4) The Pumpkin Song
5) Down By the Station
6) Stars Shining
7) Baby Bumble Bee
8) Ally the Alligator
9) The Snake Song
10) I Had a Rooster
11) The Bus Song
12) I'm A Little White Duck

FINGER PLAYS AND POEMS*

1) There Was A Little Turtle
2) Open, Shut, Them
3) Eency, Weency Spider
4) Two Little Blackbirds
5) Tommy, Tommy

---

*See songs in Group Activity Section and Appendix

(18-24 Months)

MATERIALS

1) Rocking Boat
2) Paste material
3) Paper tearing
4) Puzzles
5) Shape boxes
6) Blocks
7) Wheel toys
8) Books
9) Water play
10) Rice play
11) Sand box
12) Jars to open and put things in
13) Stacking boxes
14) Nesting toys
15) Clay
16) Crayons
17) Texture books and boxes
18) Foot trykes

Play Box
A
B
Modeling Clay
Book

(18-24 Months)

CONCEPTS

1) big/little (large/small)

2) hot/cold

3) up/down

4) fast/slow

5) small/tall

6) under/over/around

7) stop/go

8) full/empty

9) open/shut

10) quiet/loud

11) round/square/triangle

12) out/in

A WORD ABOUT THE FOLLOWING ACTIVITIES

The child, as he approaches the age of two, needs much encouragement in his discovery activities; he also needs to be protected from his feelings of too much power by the setting of limits. A room set up to furnish the toddler with choices in planned activities and loving supervision within the areas of some listening and lots of doing activities should be what a good program for toddlers is all about.

The areas are divided into the following:

1) LARGE MUSCLE EXPERIENCES - involves big movements - running, throwing, climbing, etc.
2) SMALL MUSCLE EXPERIENCES - involving small, more precise movements - hand and finger movements
3) ART IDEAS - involving creativity and strengthening of small muscles
4) MUSIC - for listening, relaxation, language and general enjoyment

NOTE: Music, especially, is too often ignored with the very young children. It should be noted that although toddlers do not participate in the same way that older children do, they enjoy the activities, they enjoy listening to the music or to the teacher singing and they enjoy the body and hand movements involved in action songs. So, although their full participation is limited, their enjoyment is very real and they often learn far more than they show, as long as the music lesson is ear and eye catching and age appropriate.

5) BOOKS AND STORIES - not specifically spelled out in lesson form plan but strongly recommended for general school readiness as well as for stimulating thinking and language, much reading to children both in groups and, when possible, individually, is a must!

And, remember, every activity should be accompained by language. ("Billy, I like the way you put the red felt hat on the little girl." "Jane, what a nice house you are building,etc.)

All of the following activities are designed to strengthen children socially, emotionally, mentally and physically.

A WORD ABOUT "TEACHING"

As was stated earlier (pp. 2,5) children learn through interaction with loving, verbalizing people and thru involvement with appropriate materials and activities; therefore, learning is best served when caregivers "teach" by modeling and putting everyday situations and feelings into words. As an example, a teacher who wishes to teach the concepts of up and down might use these words within meaningful everyday context, such as, when taking a walk, "step up, down from the curb we go.

While no formal type teaching should be exercised, making children aware of colors or shapes or clouds or whatever, by calling attention to specific characteristics is fine above all, "Teaching", should be relaxed, enjoyable and meaningful.

LARGE MUSCLE ACTIVITY

I. ACTIVITY - WATER PLAY (outdoors)

II. MATERIALS

A) Large tubs of water/small pool

B) Water toys (float, sink, containers)

C) Hose

III. PRODECURE

A) Place children or encourage children to water play in tubs or pool. Generally, a hot day and cool pool are all the encouragement most children need; sometimes, however, a few children need extra reassurance; it often helps to wade in with them, having them hold onto your hand. Occasionally, there are children who will not be persuaded; these children should definately not be shamed or forced.

B) Participate by verbal encouragements and some manipulation on your own as you supervise.

C) Use hose to fill tubs and also to playfully squirt children (make sure volume is not hurtfully strong). Make water tunnels for children to run through and wiggly water shapes to splash and wade in.

IV. WHY

This activity provides:

A) Social/emotional expression

B) Small and large muscle play

C) Language experience

LARGE MUSCLE ACTIVITY

I. ACTIVITY - EXPLORATORY WALK

II. MATERIAL

One paper bag per child

III. PROCEDURE

A) Teacher explains to children that they are going to take a special walk and find interesting things to put in their bags

B) Teacher and children walk along a pathway near school or yard

C) Teacher and children chat about what they are looking at and finding for their treasure bags

IV. WHY

A) Large and small muscle activity

B) Language experssion

MORE IDEAS FOR SMALL GROUP ACTIVITIES

1) Small climber/slide
2) Rocking boat (teacher may encourage participation in boat by singing "Row, Row, Row Your Boat," "Rub-a-Dub-Dub," while rocking boat back and forth for children)
3) Balls
4) Large blocks
5) Small foot trikes
6) Push toys
7) Large ride-on trucks
8) Ball play - rolling and catching
9) Activity songs (see Music)

SMALL MUSCLE ACTIVITY

I. ACTIVITY - RICE PLAY or CORN MEAL PLAY

II. MATERIALS

A) A large amount of rice or corn meal

B) Various sized scoops and containers

C) Large plastic drop cloth

D) Plastic tubs or empty sandbox

III. PROCEDURE

This activity may be handled on the floor or in an indoor sandbox

A) Place drop cloth on floor

B) Fill sandbox or several large plastic tubs with rice

C) Place small digging toys and containers in rice or corn meal

D) Encourage children to pour, dig and fill and empty containers

E) Participate with children to start with, anyway, using words such as "dig," "fill," "empty," "pour," etc., as the children work.

IV. WHY

This activity provides:

A) Small muscle play

B) Emotional/social expression

C) Language experiences

SMALL MUSCLE ACTIVITY

I. ACTIVITY - WATER PLAY (indoors)

II. MATERIALS

- A) Regular water table, or
- B) Plastic tubs of water (about 3-4 inches should do it) placed on the floor over a plastic drop cloth
- C) Several floating and sinkable materials
- D) Several containers

III. PROCEDURE

- A) Motivation: "Boys and girls, water is to drink, to take baths in and to play in. Water makes some things stay on top (demonstrate), and some things sink (demonstrate), and it pours and pours and pours (demonstrate). See what we can do with water."
- B) Teacher supervises, chats and participates.

IV. WHY

- A) Social/emotional expression
- B) Small muscle coordination
- C) Language experience

SMALL MUSCLE ACTIVITY

I. ACTIVITY - IVORY FLAKES PLAY (indoor or out)

II. MATERIALS

- A) Ivory Flakes
- B) Tub or tubs of water
- C) Food dye - optional
- D) Drop cloth

III. PROCEDURE

- A) Place drop cloth on floor if used indoors
- B) Fill tubs with an inch or two of water
- C) Sprinkle in Ivory Flakes
- D) Motivation: "Boys and girls, we are going to make our water very soft and bubbly. Let's see how fluffy we can make our water." (Teacher demonstrates by moving her hand rapidly back and forth in the tub of soapy water.)
- E) Children join in - teacher encourages children to make soapy beards and generally enjoy the soft, fluffy texture.

IV. WHY

- A) Social/emotional expression
- B) Language experience

SMALL MUSCLE ACTIVITY

I. ACTIVITY - BEAD STRINGING (large wooden beads)

II. MATERIALS

- A) Large wooden beads (commercial) or plastic or wooden empty thread spools or other threadable material
- B) Heavy shoe laces for threading

III. PROCEDURE

- A) Children are seated on floor
- B) Demonstrate bead threading to group
- C) Give each child his own shoe lace knotted at the bottom, and his own individual container of beads. Sometimes, with closer supervision, a large central container of beads may be shared.

IV. WHY

- A) Small muscle activity
- B) Language experience

SMALL MUSCLE ACTIVITY

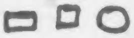
I. FLANNEL BOARD PLAY (large block, small shapes)

II. MATERIALS

A) Small and large flannel board pictures and simple shapes

B) Flannel boards - either small individual boards or long, large community boards - bulletin board size or divider boards

III. PROCEDURE

A) Motivate: "Boys and girls, we can make a special picture using flannel pieces. We can build a tower (teacher uses large rectangular block pieces) or we can make a design (teacher uses small, simple cut-out shapes such as trees , hearts , birds , apples , boats , etc.). You may wish to use block  pieces on one day and shapes on another day.

B) Teacher next passes out tray of shapes to each child.

C) Teacher circulates, supervises, comments and praises children's efforts

IV. WHY

A) Social/emotional expression

B) Small muscle control

C) Language experience

V. FOLLOW-UP

A) This lesson may also be used to help children learn to recognize and name colors

B) You may start one day with large red rectangular felt blocks, next time introduce blue along with red, and so on.

C) Never force-feed learning, but do offer and encourage, and praise efforts while children are involved in play and expressing interest.

SMALL MUSCLE ACTIVITY

I. ACTIVITY - PAPER TEARING

II. MATERIAL

Old catalogues or magazines

III. PROCEDURE

- A) Provide each child with a supply of paper - his own magazine or part of a catalogue or magazine
- B) Demonstrate paper tearing to children at table or on floor. "Boys and girls, our fingers (wiggle) can do so many things. Sometimes we can use our fingers to tear paper that no one is using, just like this."
- C) Children begin to experiment as teacher helps and encourages

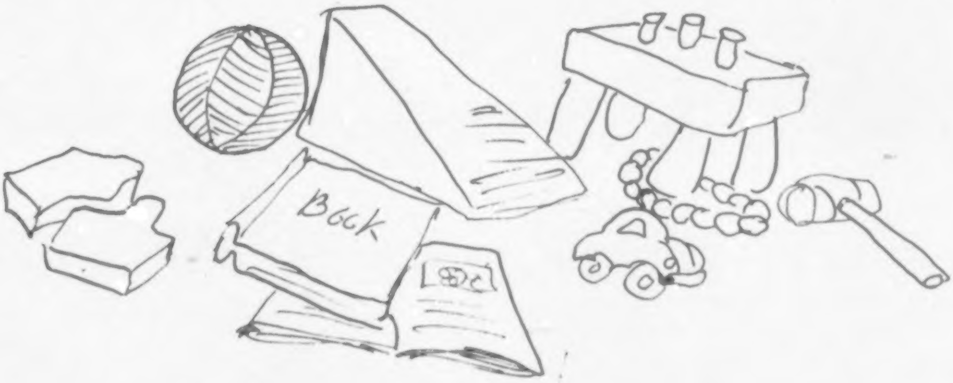
IV. WHY

- A) Small muscle activity
- B) Language experience

MORE IDEAS FOR SMALL GROUPS

The suggestions listed below are some more small group teacher-supervised activities.

1) Puzzles (1 per child) generally worked on at table
2) Books (1 per child) heavy cardboard variety
3) Pounders (1 per child)
4) Stacking or nesting toys (1 per child)
5) Large wooden-beads for stringing (1 per child)
6) Shape ball and other shape fitting toys
7) Small snap-together blocks
8) Small blocks
9) Large peg board
10) Small cars, inclines for rolling down
11) Flannel board - individual or 1 large



ART ACTIVITY

ART IDEA

I. ACTIVITY

Pasting with cotton balls, construction paper or styrofoam pieces

II. MATERIALS

- A) Squeeze-type bottles of Elmer's Glue
- B) Construction paper
- C) Glue-on material
  - Cotton balls
  - Construction paper shapes
  - Styrofoam pieces

III. PROCEDURE

- A) Teacher gathers children at small table
- B) Teacher demonstrates squeezing and pasting
- C) Teacher passes out one piece of construction paper to each child along with a cup of material to be pasted.
- D) Children clue and paste design as teacher offers encouragement and verbalization: "That's right, squeeze the bottle." "Turn it upside down." "My goodness, it's sticky." "Mike, that looks pretty."

IV. WHY

A) Small muscle activity   B) Language experience

ART IDEA

I. ACTIVITY - CHALK BOARDS

II. MATERIALS

A) Chalk

B) Chalkboards

III. PROCEDURE

A) Teacher introduces chalk and individual boards or long board for group chalk work

B) Teacher demonstrates holding chalk and making mark on board

C) Teacher passes out boards and chalk

D) Teacher supercises and encourages children as they work

E) Teacher helps children hold chalk in the most comfortable manner (some will grip with fist, others can be shown how to hold between thumb and fingers)

IV. WHY

This activity provides:

A) Small muscle coordination

B) Social/emotional expression

C) Language experience

ART ACTIVITY

ART IDEA

I. ACTIVITY - PLAY DOUGH

II. MATERIALS

A) Recipe: 3 cups flour
1 cup salt
½ cup salad oil
½ to 1 cup water
Food coloring

III. PROCEDURE

A) Teacher may make dough quickly in front of children (the procedure is fun to watch as children enjoy the suspence and look forward to using the material)

B) Teacher should talk to children, motivating as she works. "Boys and girls, I am fixing something special; when I am finished you will have a chance to make something with your play dough all by yourself. My goodness, I hope this works, well, I think we need just a bit more of our flour."

C) Place drop cloth over table

D) Give each child a ball of play dough to manipulate

E) Work along with children chatting about the item you are making. Snakes are fun and easy for toddlers to roll out.

IV. WHY

This activity provides:

A) Small muscle activity

B) Language experience

C) Social/emotional expression

V. FOLLOW UP

Next time use food color and discuss the colors you are using. (Generally it is best to limit this to only one or two colors.)

ART IDEA

I. ACTIVITY - FINGER PAINTING WITH PUDDING

II. MATERIALS

- A) Regular pudding (not instant)
- B) Regular finger painting paper or any other durable type paper (something that can endure moisture without serious buckling)
- C) Individual small paper or tin cups of pudding for each painter

III. PROCEDURE

- A) Clean work table
- B) Motivation: "Boys and girls, today we are going to make a special picture. We will use our whole hands (hold up hands) and pudding and paper (hold up each). Let's use our big eyes to watch and see what we can do when we make this kind of a picture." Teacher demonstrates briefly at table while children observe. "Okay, let's all try it now."
- C) Teacher passes out cups of pudding to each child
- D) Teacher passes out paper to each child; writes name in crayon on each child's paper.

E) Children procede to paint as teacher makes another picture, chatting with group of painters as she and children work together.

F) When paintings are complete teacher either leaves them on table to dry or hangs them on make-shift room clothes line.

IV. WHY

This activity provides:

A) Social/emotional expression

B) Small muscle coordination

C) Opportunity for language experience

D) Personal feeling of pride and accomplishment

ART IDEA

I. ACTIVITY - GLASS WAX PAINTING ON WINDOWS OR METAL SURFACE

II. MATERIALS

A) Can of Glass Wax

B) Glass or metal surface

C) Professional metal magnetic boards (metal magnetic boards may be purchased from sheet metal factories where they can be cut to specifications)

III. PROCEDURE

A) Motivation: "Boys and girls, today we are going to make a picture on a window (or individual magnetic boards)." Teacher demonstrates.

B) Before beginning, teacher will give each child a smeared individual metal board at the table, or if at a glass window or door will smear surface with thin layer of wax.

C) Teacher workds with children as she supervises, chatting about the way she is working, or praising children's efforts as she supervises.

IV. WHY

A) Social/emotional expression

B) Small muscle play

C) Language experience

ART IDEA

I. ACTIVITY - CRAYON AND PAPER

II. MATERIALS

A) Newsprint or any other type of paper

B) Thick, nontoxic crayons (limit one to three colors)

C) May want to cover table with newspapers

III. PROCEDURE

A) Very young children will usually grip crayon with whole fist

B) With older toddlers or those with finer coordination, try to show them how to hold crayon between thumb and fingers; but do not insist, at this stage their comfort is what counts

C) Motivate by demonstrating a picture using lines. Toddlers can make straight lines, sometimes uneven circles.

IV. WHY

A) Small muscle coordination

B) Language experience

C) Social/emotional experience

COOKING IDEA FOR GROUP

I. ACTIVITY - HAYSTACK CANDY

II. MATERIALS

A) Recipe: Large can Chinese noodles 11 oz.
Package Nestle's Butterscotch bits 6 oz.
2 tablespoons butter

B) 1 electric frying pan or other cooker or 1 hot plate and regular pot or pan

C) napkins

D) 1 large plate

III. PROCEDURE

A) Teacher motivates group by talking about how material can change. Example: "Remember, boys and girls, how our water and Ivory Flakes changed to bubbles when we mixed them up. Today we are going to see what happens when we make our candy by cooking it."

B) Teacher opens package of bits and gives each child two to feel and taste

C) Next, teacher opens noodles and gives each child one or two to look at and taste

D) Teacher asks children to watch and see what happens when the candy and noodles are mixed together and cooked

E) While children watch, teacher stirs; allows each child a stirring turn; group discusses the changes in the candy. Teacher may introduce the word "melt" to explain what happens to candy.

F) When candy is melted and mixed with noodles, teacher puts it on plate to cool.

G) Group may play singing game or go outside or have rhythms while candy cools.

H) When cooled (about twenty minutes), each child sits down to have his own candy on his own napkin.

COOKING IDEA FOR GROUP

I. ACTIVITY - MAKING POPCORN

II. MATERIAL

A) Glass popcorn maker

B) Popcorn kernals, oil and salt

C) Paper cups

III. PROCEDURE

A) Teacher introduces activity by possibly tieing into some previous experience. Example: "Boys and girls, remember we learned about how we find out about things. We use our nose, mouth, ears, hands and eyes. Today we are going to use all of those things when we make our own popcorn."

B) Teacher explains the preparation procedure. She asks children to watch for sprouting corn as she fills the popper.

C) As popcorn pops, teacher asks children:

1) to use their eyes to watch the corn seeds change

2) to use their ears to hear it pop

3) to use their noses to smell it cooking

And when it is done and passed out:

4) to use their fingers to feel it

5) to use their mouths to taste it

COOKING IDEA FOR GROUP

I. ACTIVITY - MAKING BRAN MUFFINS

II. MATERIAL

A) 1 package bran muffin mix (mixes which use oil and eggs)

B) Buttered bran muffin tin

C) Individual container and plastic fork for mixing

D) Oven

III. PROCEDURE

A) Teacher introduces activity by referring to previous experience or suggesting that "Today we are going to find out how muffins are baked."

B) Teacher discusses what she does as she opens box and mixes in ingredients (eggs and oil)

C) Each child is given portion to mix in his own container with his own spoon

D) After each child mixes (which certainly will involve much tasting, and some spilling, so make sure there is enough) let each child pour his own into a muffin tin (teacher labels child's cup in the tin by marking the bottom with waterproof marker or masking tape.)

E) Now everyone marches into the kitchen to watch while the tin is placed in the oven for baking.

F) When done, everyone has one for lunch or snack (if each child makes two, it is sometimes fun to let him take home a second to mother).

MUSIC

I. SONG - JUMPING JACK

II. MATERIAL

Pully Jumping Jack

III. PROCEDURE

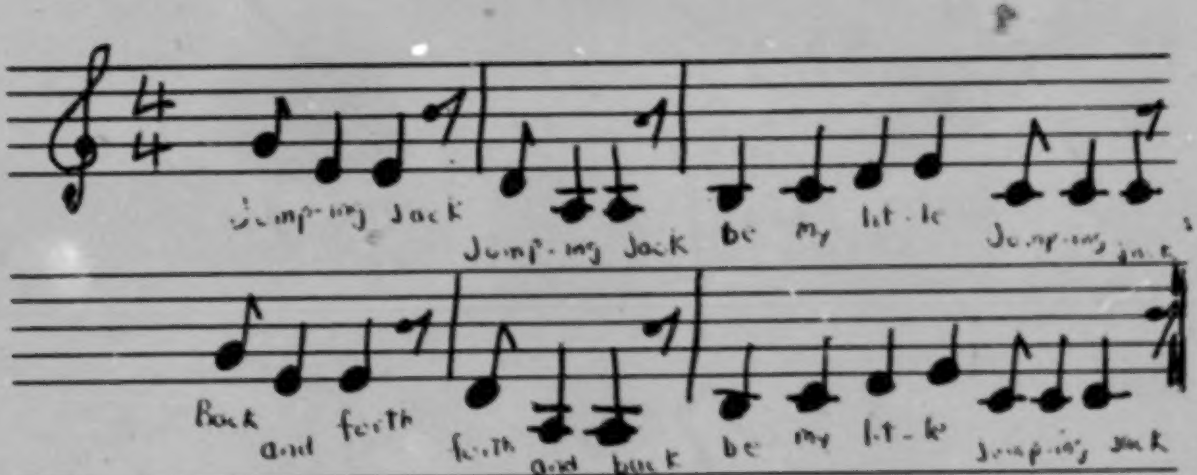
A) Teacher might introduce the song as follows: "Boys and girls, we have a visitor today who can do something special. Watch carefully to see what he can do."

B) Teacher displays jumping jack. "Mr. Jumping Jack, would you please do your special trick for the boys and girls?" Teacher pulls string while singing song.

C) "Maybe some of the boys and firls can help me sing."

D) Teacher repeats song. If children are enjoying it, teacher may repeat it again.

JUMPING JACK


Jump-ing Jack
Jump-ing Jack
be my lit-tle
Jump-ing Jack
Back and forth
forth and back
be my lit-tle
Jump-ing Jack

I. SONG - ALLY THE ALLIGATOR

II. MATERIAL

Alligator puppet or rubber alligator

III. PROCEDURE

A) Teacher holds puppet behind her back and says, "Boys and girls, we have a scary visitor today. Ouch, please don't bite me."

B) Teacher displays puppet moving mouth. Alligator tries to bite teacher's finger.

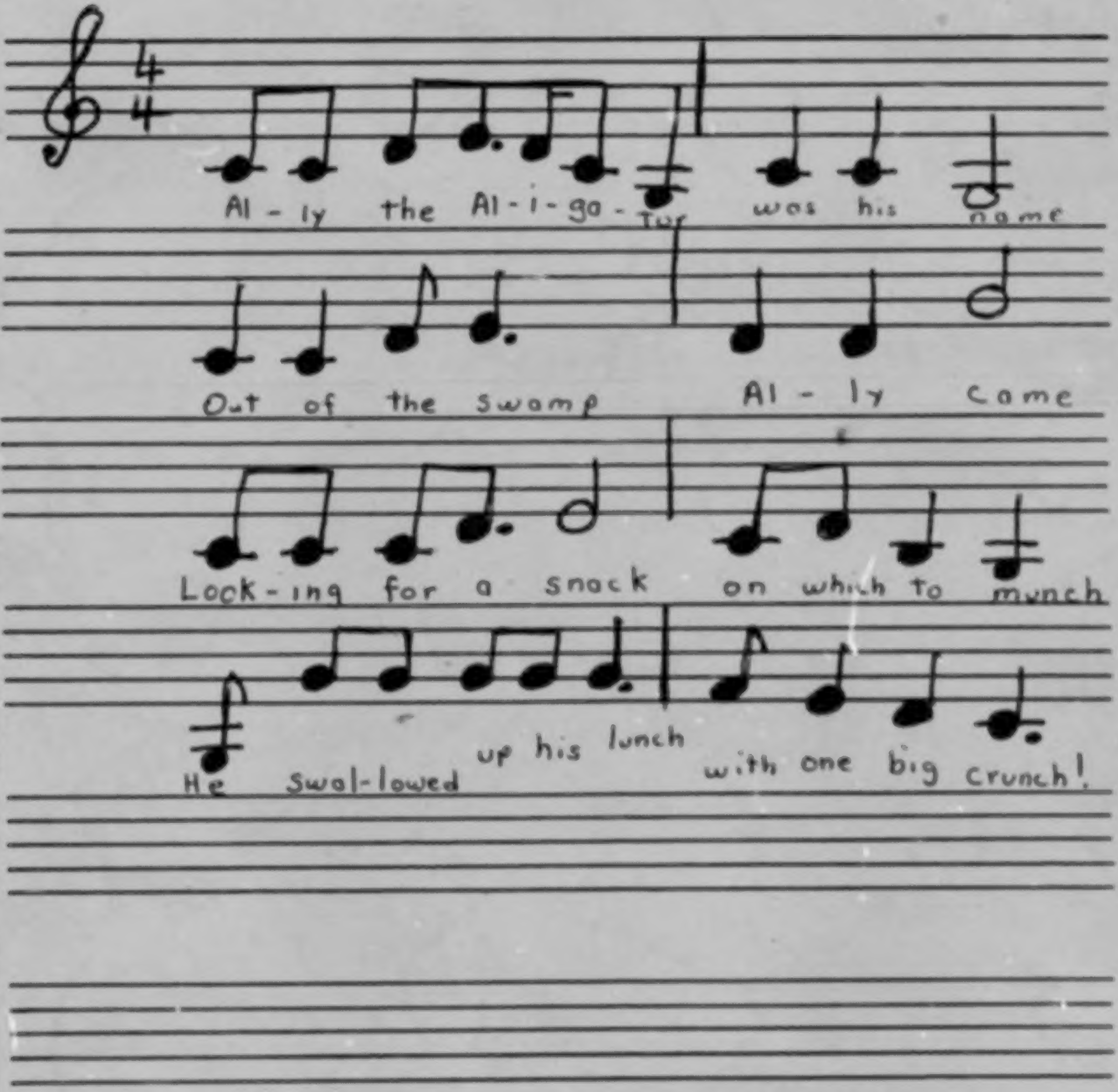
C) "Please don't bite, you promised you'd be good." "Oh, I know, I'll sing his favorite song."

D) Teacher sings song.

E) Teacher repeats

F) Teacher repeats again using hand motions, encourages children to "help her" (join in).

ALLY THE ALLIGATOR


4/4
Al - ly the Al - i - ga - tor was his name
Out of the swamp Al - ly came
Look - ing for a snack on which to munch
He swal - lowed up his lunch with one big crunch!

I. SONG - A BEAR CAME OVER THE MOUNTAIN

II. MATERIAL

A small stuffed bear

III. PROCEDURE

A) Teacher introduces bear. "Boys and girls, we have a visitor today who say's he's very tired. I wonder why?"

B) Teacher pretends that bear whispers something in her ear. "Ohhh, now I know why; he says he walked over a mountain."

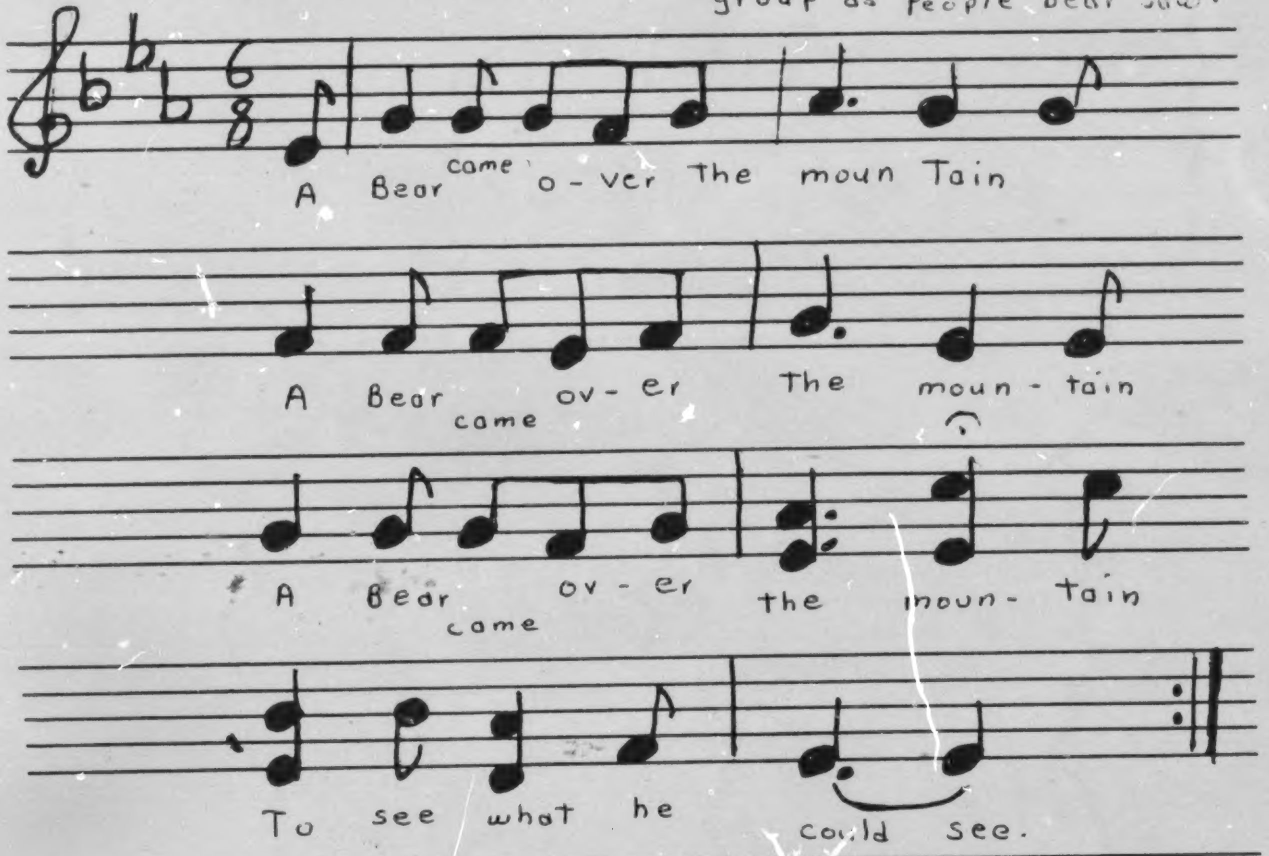
C) Teacher sings song using hand motions.

D) Teacher repeats

E) "Let's see who can help me this time." Teacher repeats again.

A BEAR CAME OVER THE MOUNTAIN

Repeat song
naming children in
group as people bear saw.


A Bear came o-ver the moun Tain
A Bear came ov-er the moun-tain
A Bear came ov-er the moun-tain
To see what he could see.

I. SNAKE SONG

II. MATERIAL

A wiggly snake

III. PROCEDURE

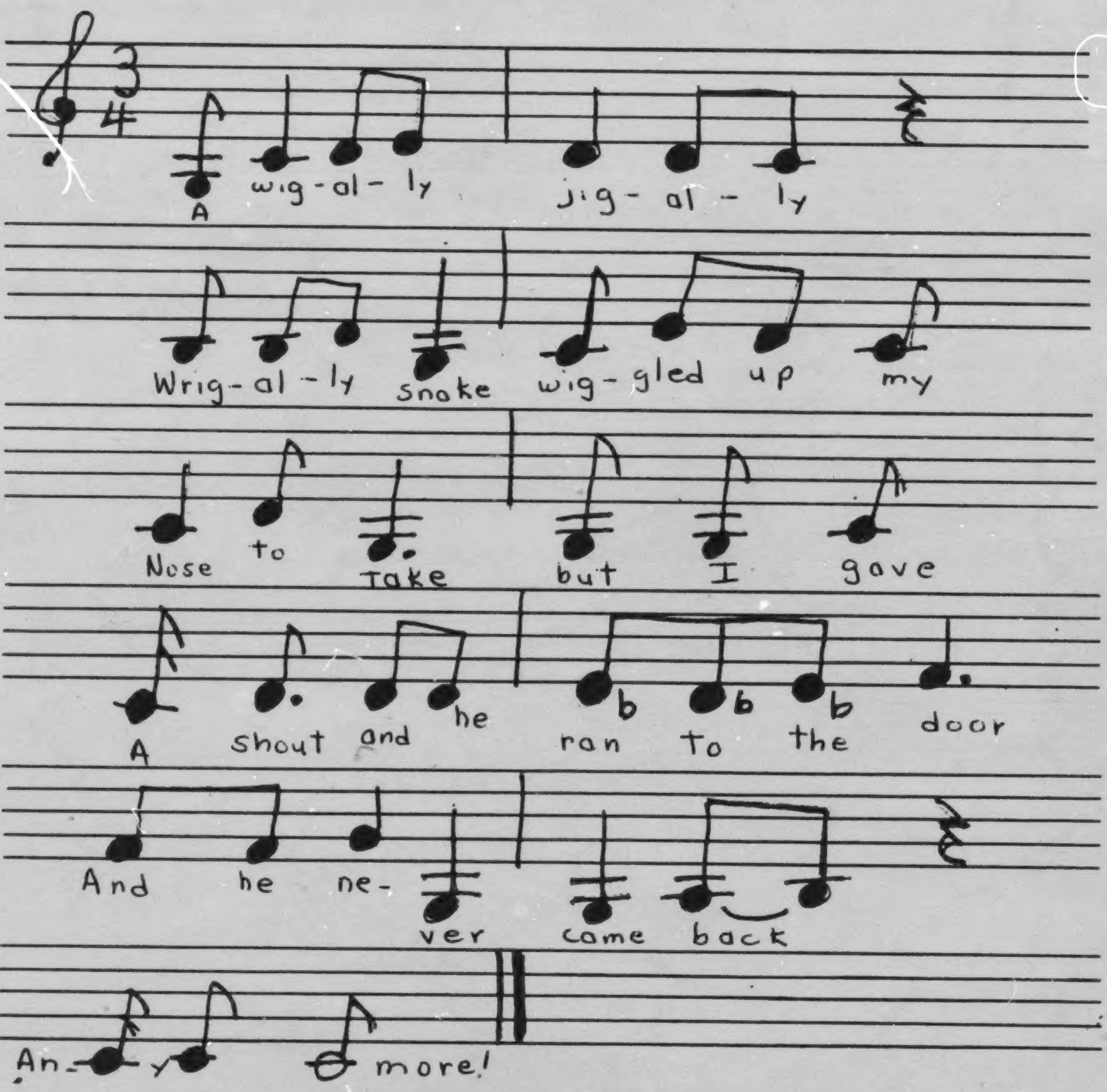
A) Teacher introduces song hiding snake behind her back, "Oh, dear, there's something doing a lot of jiggling and a lot of wiggling. Oh dear, it's a snake."

B) Teacher displays snake, who keeps wiggling.

C) Teacher sings song.

D) Repeats twice, using hand motions.

A WIGGLING, JIGGLING, WRIGGLING SNAKE


A wig-al-ly jig-al-ly
Wrig-al-ly snake wig-gled up my
Nose to Take but I gave
A shout and he ran to the door
And he ne-ver came back
An-y more!

I. SONG - I HAD A ROOSTER

II. MATERIAL

A) Flannel pieces to accompany song

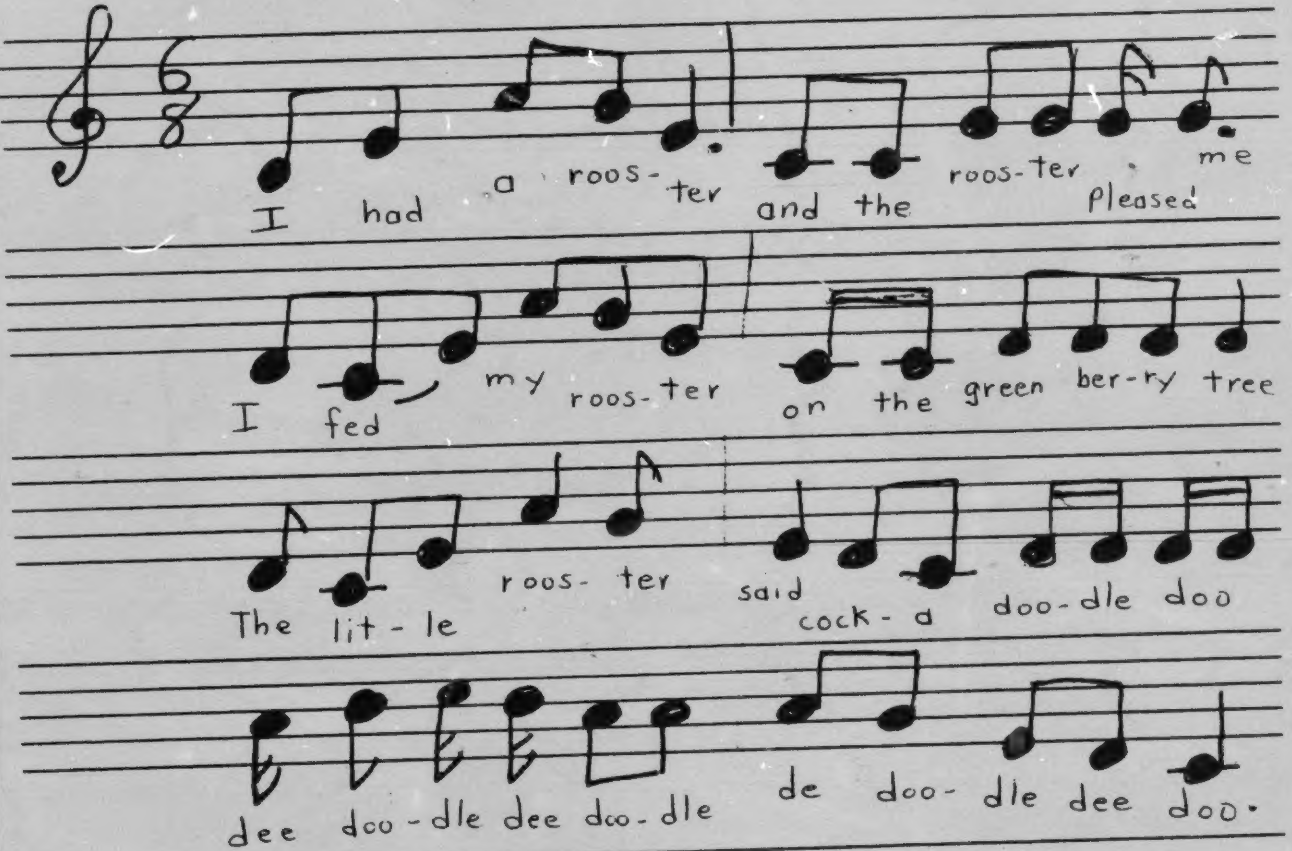
B) Flannel board

III. PROCEDURE

A) Teacher: "You know, boys and girls, each animal has a special sound. What does a doggie say? What does a kitty say? I have some animals that have something to say. Let's listen and hear what sounds they are going to make."

B) Teacher sings song, placing animals across the flannel board (left to right) as she sings about each.

I HAD A ROOSTER by Pete Seeger


I had a roos- ter and the roos-ter pleased me
I fed my roos- ter on the green ber-ry tree
The lit - le roos- ter said cock - a doo- dle doo
dee doo - dle dee doo - dle de doo- dle dee doo.

I. SONG - BABY BUMBLE BEE

II. MATERIAL

Hand motions

III. PROCEDURE

A) Teacher exclaims "I've caught it. I've got mine!"

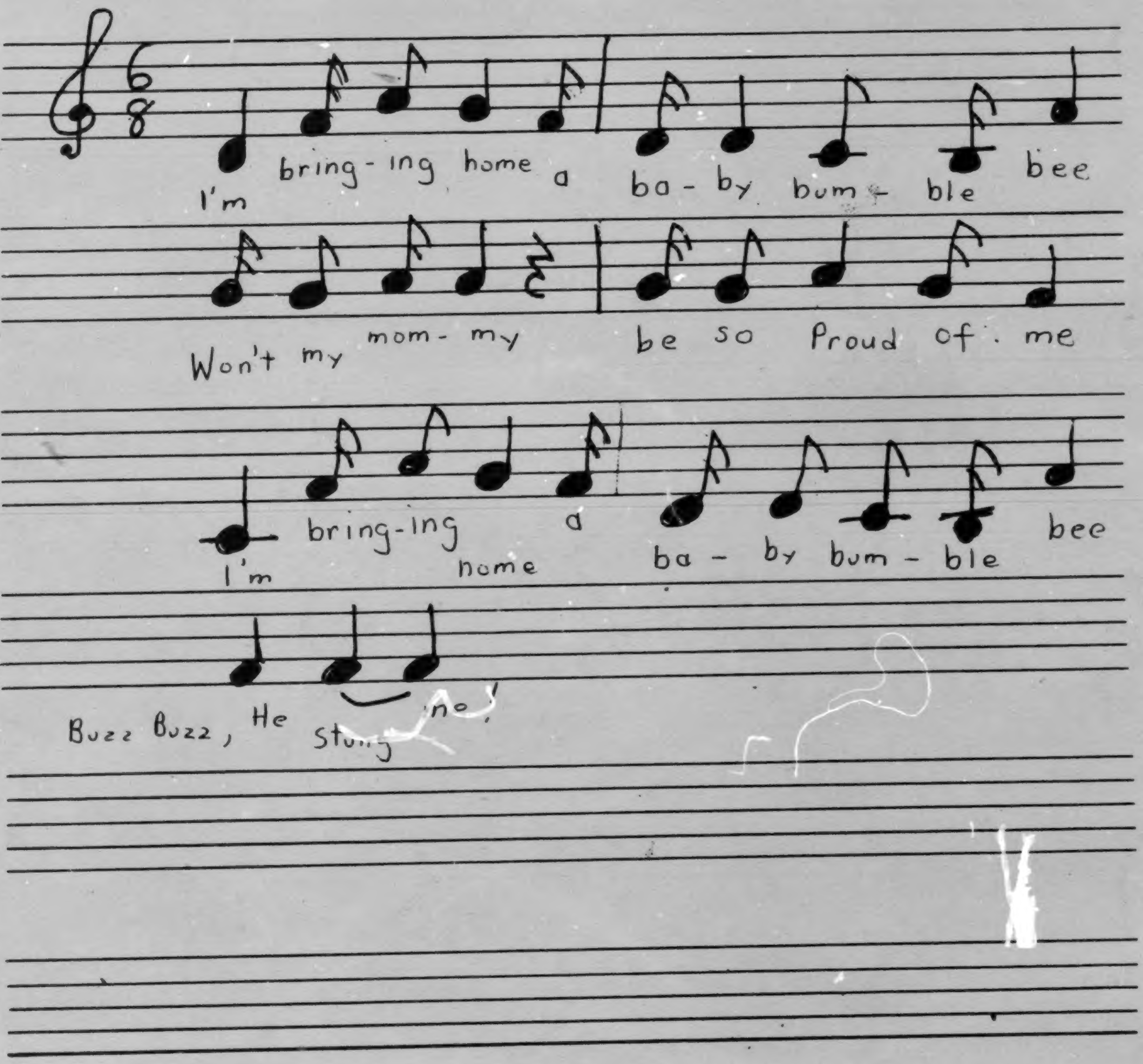
B) Teacher proceeds to sing, using hand motions

C) Teacher asks children if they would like to catch one too.

D) Teacher sings song again

E) Teacher may wish to repeat again

BABY BUMBLE BEE



I'm bring-ing home a ba-by bum-ble bee
Won't my mom-my be so proud of me
I'm bring-ing home a ba-by bum-ble bee
Buzz Buzz, He stung no!

I. SONG - THE BUS STOP

II. MATERIAL

Hand motions

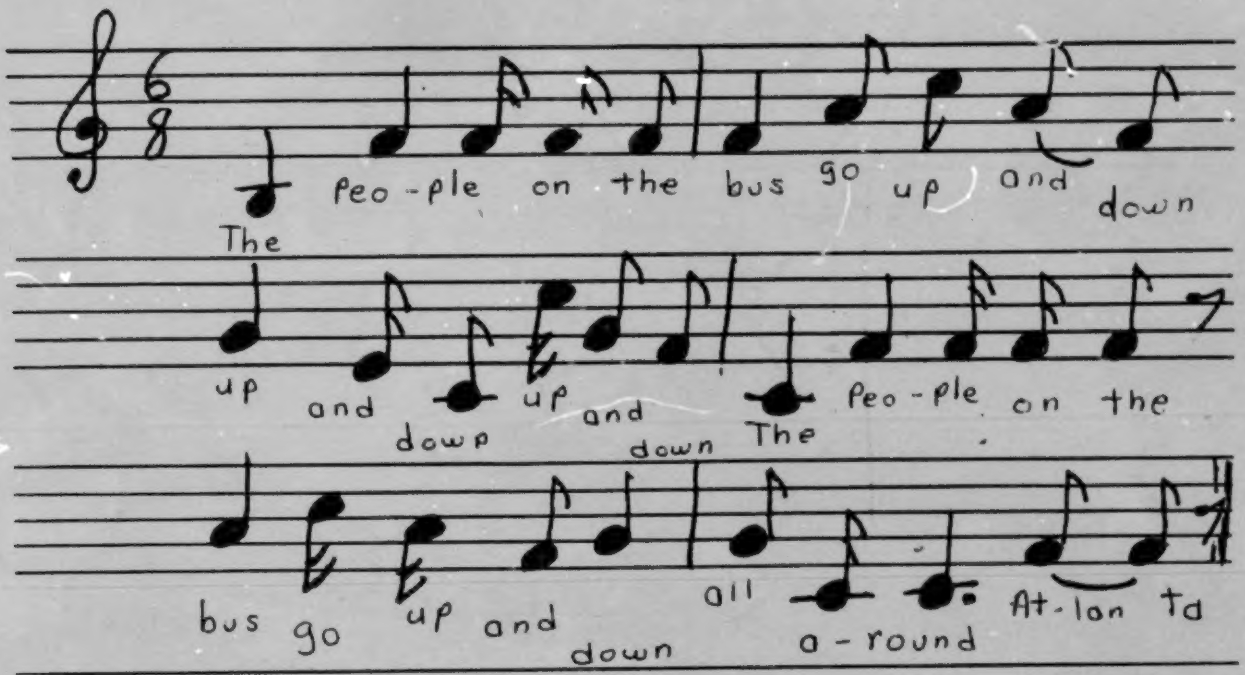
III. PROCEDURE

A) Teacher: "Who's ready to take a big bus ride? Let's go."

B) Teacher sings song with motions (children will often join in on hand motions).

C) Teacher may repeat if children seem interested

THE BUS SONG


The peo-ple on the bus go up and down
up and down up and down
The peo-ple on the bus go up and down
all a-round At-lan ta

2) The doors on the bus go open and shut
3) Money on the bus goes tink, tink, tink
4) The driver on the bus says move on back
5) The baby on the bus says wah, wah, wah
6) The momey on the bus says shh, shh, shh

I. SONG - DOWN BY THE STATION

II. MATERIALS

Hand motions

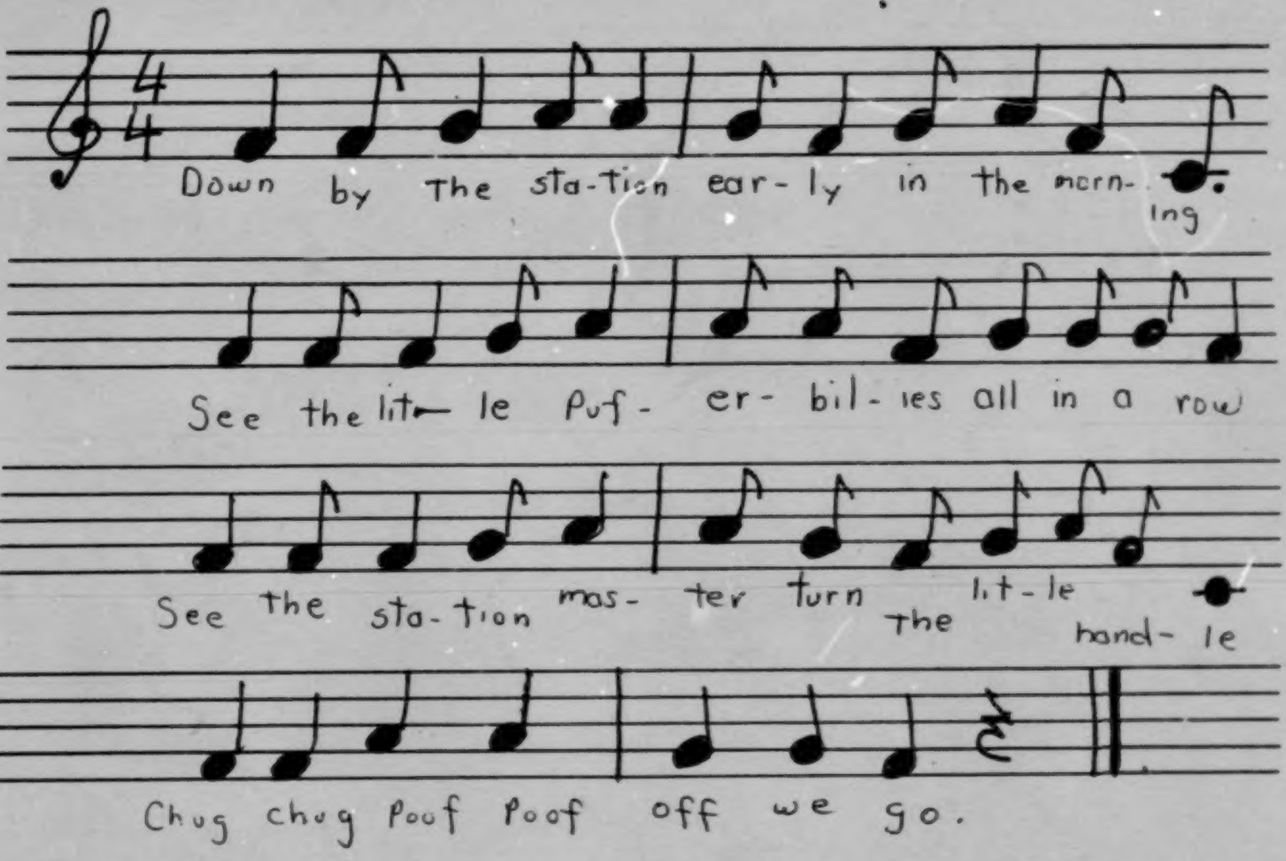
III. PROCEDURE

A) Teacher: "Choo-choo, I hear a train coming. Listen and maybe you can hear what the little horn says."

B) Teacher sings song with hand motions

C) Repeat

DOWN BY THE STATION



Down by the sta-tion ear-ly in the morn-ing
See the lit-le puf-er-bil-ies all in a row
See the sta-tion mas-ter turn the lit-le hand-le
Chug chug poof poof off we go.

I. SONG - SIX LITTLE DUCKS

II. MATERIAL

Hand motions

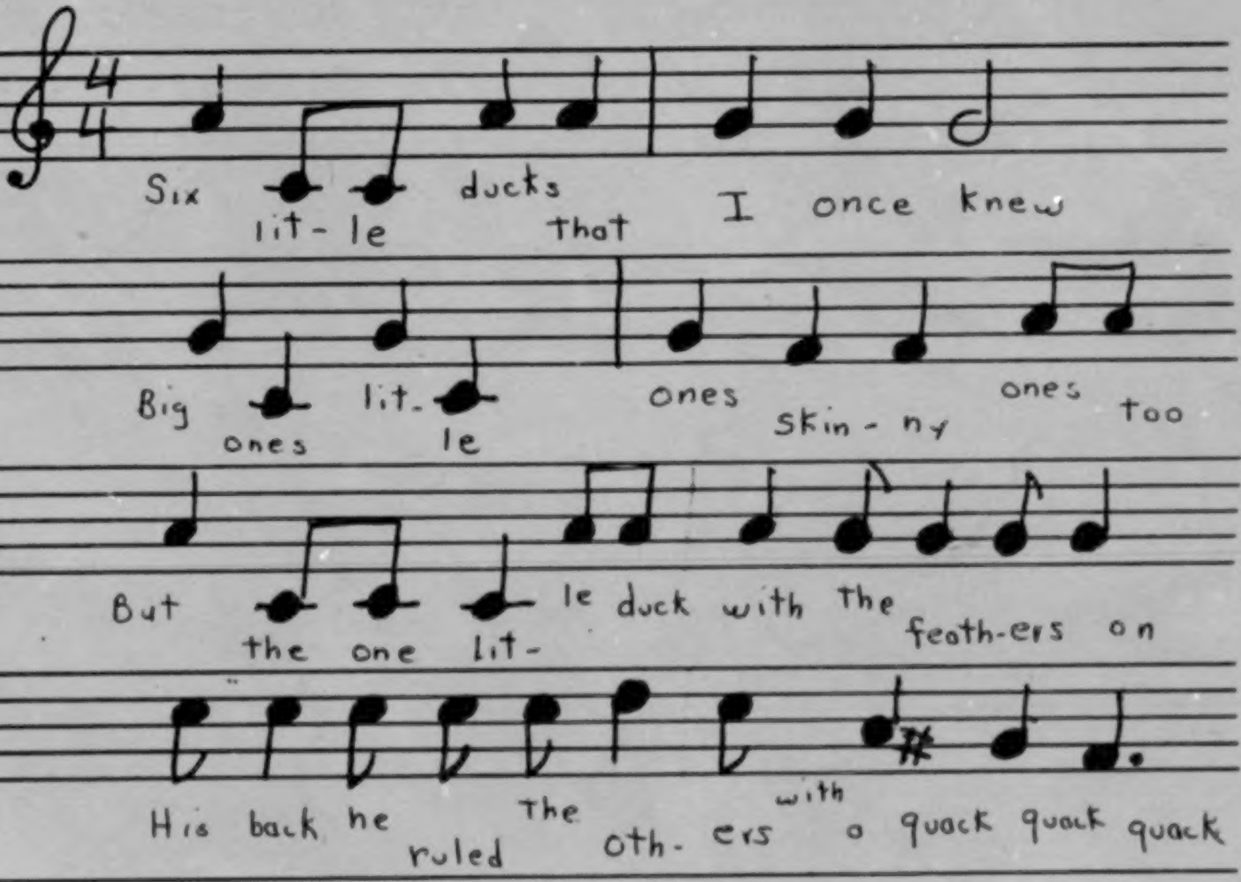
III. PROCEDURE

A) Teacher holds up six fingers. "Boys and girls, this is a song about six little ducks and one very special little duck." "Listen and find out what he did."

B) Teacher sings song with motions

C) Repeat

SIX LITTLE DUCKS


Six lit- le ducks that I once knew
Big ones lit- le ones skin - ny ones too
But the one lit- le duck with the feath-ers on
His back he ruled the oth- ers with a quack quack quack

I. SONG - I'M A LITTLE WHITE DUCK

II. MATERIAL

Hand motions

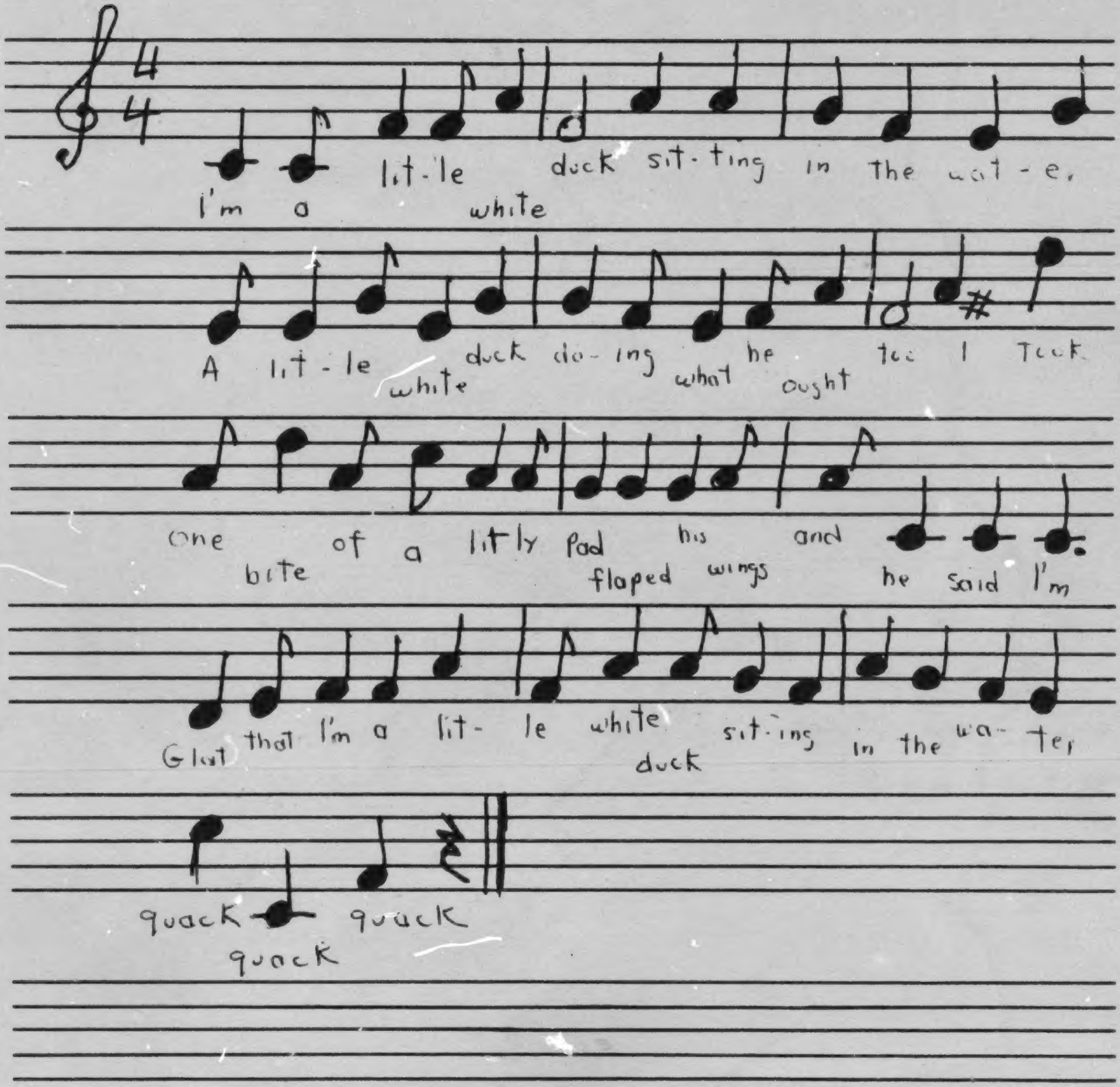
III. PROCEDURE

A) Teacher says, "Yesterday we sang a song about six little ducks (teacher holds up six fingers). Today we are going to sing about just one happy little duck."

B) Teacher sings song with motions

C) Repeat

I'M A LITTLE WHITE DUCK



I'm a lit-le white duck sit-ting in the wat-er
A lit-le white duck do-ing what he ought too I took
One bite of a litly pad his flaped wings and he said I'm
Glat that I'm a lit- le white duck sit-ing in the wa- ter
quack quack quack

I. SONG - POP GOES THE WEASEL

II. MATERIAL

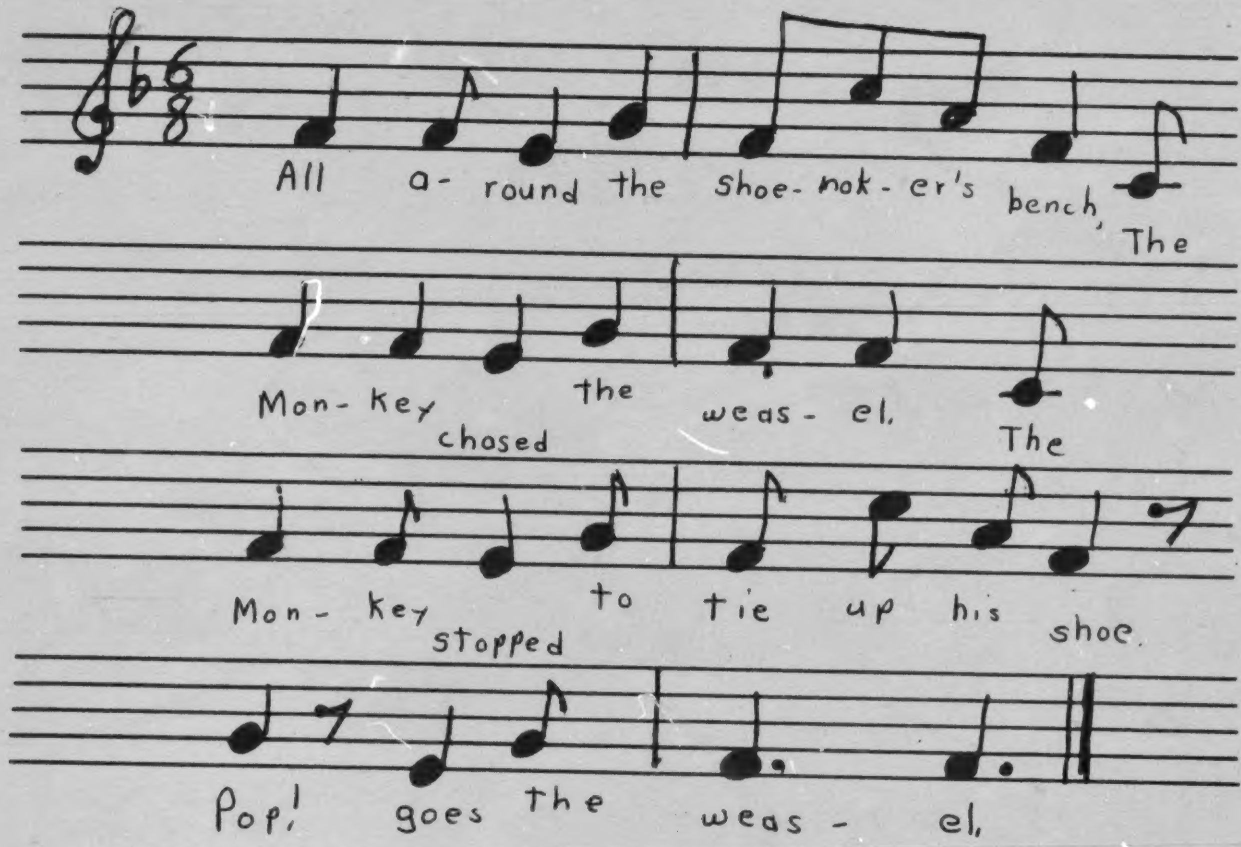
Jack-in-the-Box

III. PROCEDURE

A) Teacher explains to children that a special friend is waiting to pop out and say hello.

B) She sings song and just as she sings "pop" out pops the Jack-in-the-Box.

POP GOES THE WEASEL


All a- round the shoe-mak-er's bench, The
Mon-key chased the weas-el. The
Mon-key stopped to tie up his shoe.
Pop! goes the weas-el.

I. SONG - A PUMPKIN RAN TO ME

II. MATERIAL

*Paper bag pumpkin and tin clapper

III. PROCEDURE

A) "On Halloween we see all kinds of things, ghosts, goblins, witches and pumpkins. This song tells a story of a pumpkin with a big lighted candle inside of him; let's listen and see what he says."

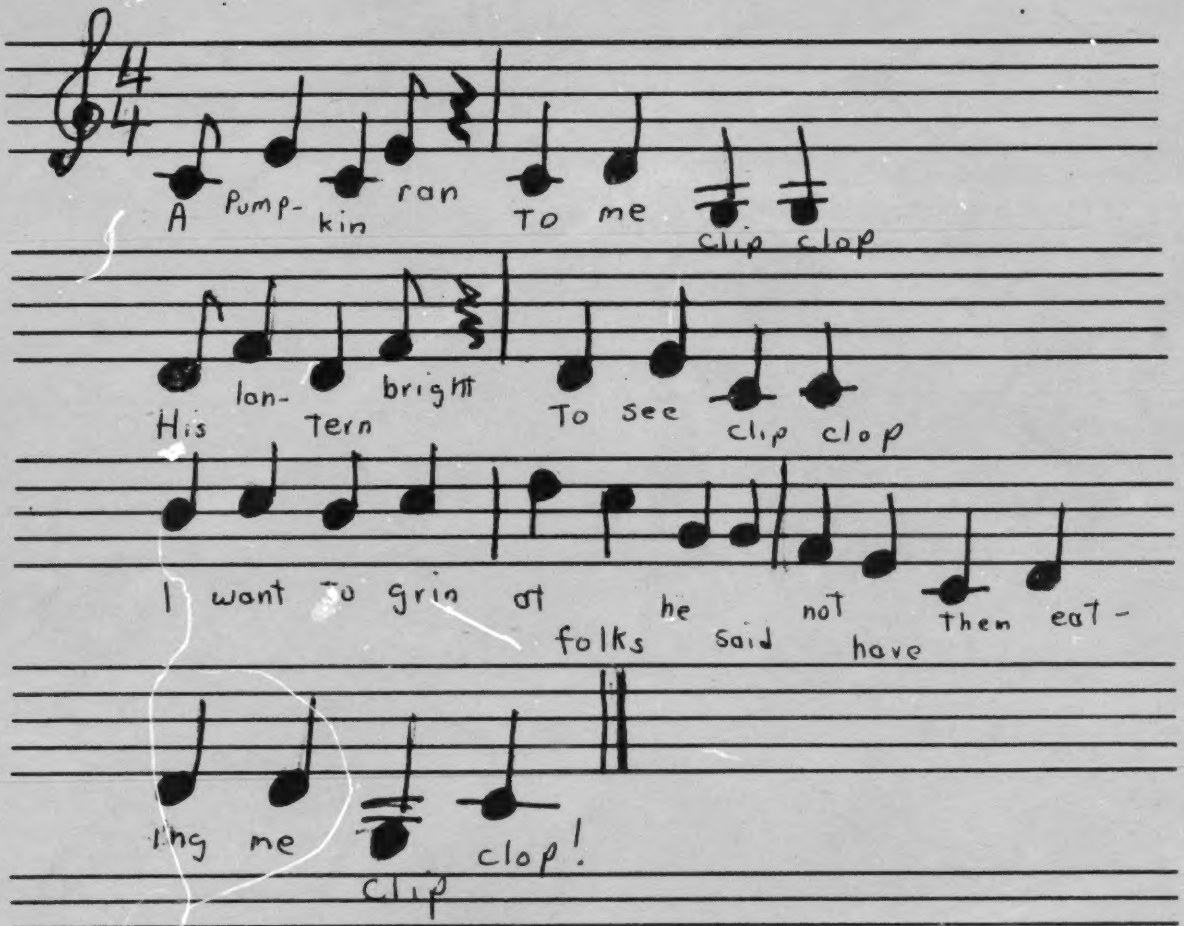
B) Teacher sings with puppet-bag

C) Repeat (children clap to the clip-clop part)

---

*Paint hand-sized paper bag orange
Cut out pumpkin face on cover
Take two tin can tops - bend in half, tape edged
Place in mouth of pumpkin and clap the can tops together

A PUMPKIN RAN TO ME


A Pump- kin ran To me clip clop
His lan- tern bright To see clip clop
I want to grin at folks he said not have then eat-
ing me clip clop!

OTHER SUGGESTED SONGS*

1) Mary Had A Little Lamb
2) Twinkle, Twinkle, Little Star
3) Three Blind Mice
4) Hush Little Baby
5) The Goblin in the Dark
6) Stars Shining
7) Row, Row, Row Your Boat

OTHER SUGGESTED ACTIVITY SONGS AND GAMES

1) Mulberry Bush
2) Ring Around A Rosy
3) Put Your Finger On Your Nose
4) The Wiggles Song
5) I Am Very, Very Tall
6) Jack-in-the-Box
7) Ten Little Indians

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*See Appendix

FINGER PLAYS/POEMS*

1) Eency Weency Spider
2) There Was A Little Turtle
3) Open, Shut Them
4) The Wiggle Song
5) Two Little Blackbirds
6) What Baby Does
7) Here is a Beehive

FLANNEL AND MAGNETIC BOARD STORIES

1) Scat The Cat
2) Muddy Mouse
3) The Alligator Christmas

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*See Appendix

PLANNING

The toddler needs many kinds of exploratory, manipulatory and quiet experiences. It is crucial, therefore, that the very young child do much moving around, much handling, seeing, smelling, testing and listening and, of course, resting.

A lesson learned from the old Head Start programs recalls that wide-spread stimulation and plentiful materials alone are not enough. The toddler, like all children and adults, requires a sense of order. A daily well-planned routine will give a child the security of being able to look forward to events, while allowing the teacher to make better use of her time so that she has more of it for each child.

The next question, then, would seem to be, "What is the best type of routine for the young pre-schooler?"

THE INFANT

Each pre-one child generally has his own rhythm or routine that the caregiver is bound to follow. A small separated infant area with at the most four or five infants per adult appears to be a most successful grouping arrangement, though certainly not the only one. What is important, though, is that within the day care setting the infants should have one special person who looks after their personnal needs and sees to their comfort.

The usual infant room may have a few of the older infants eating lunch at the same time and possibly a situation can be worked out so that children do eventually synchronize fairly well; however, there is usually at least one renegade in the bunch who goes by his own "upside down" clock. The teacher here, must work her schedule out as best she can so that each child has *his* time for *love, attention, play and physical care*.

The following charts might prove helpful as a reminder of daily or weekly learning goals for each infant.

With children eating and napping at the same time, a more proper routine canbe established.

Week________________

Date________________

Your Child LEARNS by having a ROUTINE or pattern to his day

Now that your baby is more regular with his sleeping and eating habits, you can take the activities in the column and write in when you usually do these with the baby. Of course, you may do more than one thing at a time, and they might change from day to day. Write in any things which you do that are missing from this list.

- Breakfast
- Lunch
- Supper
- Ride to school, play with other children
- Play with teacher
- Walks outdoors
- Play on floor
- Play in the crib
- Morning nap
- Afternoon nap
- Rocking and cuddling
- Bathing
- Activities from program handbook
- Other activities

TIME	DAILY ACTIVITIES SCHEDULE
7-9 a.m.	
9-11 a.m.	
11-1 a.m.	
1-3 p.m.	
3-5 p.m.	
5-7 p.m.	
7-9 p.m.	

INFANT'S DAILY SCHEDULE FOR ENRICHMENT ACTIVITIES

CHILD'S NAME	**ACTIVITIES**
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)
______________________________	(1)
	(2)

POSSIBLE TODDLER SCHEDULING

The toddler is at a stage of most rapid physical development, and he needs all sorts of challenges and encouragements. A good way to know where each child is developmentally-that is, physically, socially, emotionally and mentally-is to provide more ordered or controlled play experiences.

The morning selection by children of teacher-prepared areas can provide a better understanding of each child. It can provide a more relaxed, meaningful teacher who knows what she is supposed to do and where she is supposed to be doing it. The author has witnessed too many chaotic scense, where teacher drifts from one area to another while children swarm aimlessly about, to believe that the most meaningful environment is one that is unplanned. To begin with: 1) areas should be earmarked for particular activities. If there is enough room, there should be, as an example:

A) LARGE MUSCLE ACTIVITY AREA

See-saw boats, indoor slides, ball, boxes to jump off of or climb ghrough, large blocks, trikes, push toys, ride-on trucks

B) WHEELED TOY AREA OR NOOK

inclines, small wheeled toys

C) HOUSEKEEPING CORNER

Dolls, dress-up clothes (mainly shoes, pocketbooks, and hats), lots of pots and pans and various containers, plastic stacking glasses, possibly something to pour and make-believe cook like a box of rice, shelves and make-believe stove.

D) MANIPULATIVES

Stacking toys, nesting toys, plastic milk bottles and clothes pins for putting in and taking out, pounders, small building sets, small connecting blocks.

E) TABLES AND CUPBOARDS FOR:

art, puzzles, bead stringing

F) BOOK CASES AND reading pillows or private cosy area

SAMPLE DAILY SCHEDULE

ROOM PLAN - The room is a large area divided into semi-private nooks or areas.

RATIO - one teacher to five toddlers

ENROLLMENT - 25 toddlers

7:00- 8:00 -- Arrival, juice or breakfast - free play in large muscle area (slides, climbers, big blocks, trikes, etc.)

8:00- 9:00 -- Children rotate through four set-up areas:

Large muscle, small muscle area
Small cars and ramps
Section for large flannel boards and pieces
Art area: clay

9:00- 9:30 -- Clean-up, snack

9:30-10:30 -- Outside play

10:30-11:00 -- Rest - Bathroom (toddlers go to their own bed areas with their own teacher)

11:00-11:30 -- Music (whole group comes together)

11:30-12:00 -- Lunch

12:00-12:30 -- Story, film - Ready for nap (whole group)

12:30- 3:30 -- Nap time

3:30- 4:00 -- Snack

4:00- 5:00 -- Outside time

5:00- 6:00 -- Free play, story - Pick-up

SAMPLE DAILY SCHEDULE

ROOM PLAN - One small room

RATIO - Two teachers, seven toddlers

ENROLLMENT - 7-8 maximum

7:00- 8:00 -- Arrival, breakfast in large outer receiving room

8:00- 8:15 -- Morning count - children gather in circle Teachers greet each child officially, may sing a song, share an apple, etc.

Explain the three planned activity areas Children choose where they wish to start their play

8:15- 9:15 -- Rotating activities: **Large muscle area:** Slide, Rocking boat, crawl-through tunnel, blocks and trucks; **Manipulative area:** Bead stringing, small connecting blocks; **Art table:** Water play - Ivory Snow

9:15-10:00 -- Clean up - Bathroom

10:00-10:30 -- Snack in room

10:30-11:30 -- Outside play

11:30-12:00 -- Rest, story, bathroom

12:00-12:30 -- Music

12:30- 1:00 -- Lunch

1:00- 3:30 -- Nap

3:30- 4:30 -- Outside

4:30- 5:30 -- Story, free play

SAMPLE DAILY SCHEDULE

ROOM PLAN - One room, small area

RATIO - One teacher, four children

ENROLLMENT - Eight

8:00- 9:00 -- Arrival, free play, story, bathroom

9:00-10:00 -- Outside time

10:00-10:30 -- Snack, bathroom

10:30-11:30 -- Cooking time - making cupcakes

11:30-12:00 -- Music

12:00-12:30 -- Decorating cupcakes

12:30- 1:00 -- Lunch, bathroom

1:00- 3:30 -- Nap

3:30- 4:00 -- Snack, bathroom

4:00- 5:00 -- **Area Play**: **Big Muscle**—slide, climber, rocking boat; **Small Muscle**—milk bottles, stacking and nesting toys; **Rice Play Area**

SAMPLE RAINY DAY SCHEDULE

ROOM PLAN - One large room with room dividers for activity areas

RATIO - One teacher, five children

ENROLLMENT - Ten

8:00- 9:00 -- Arrival - Breakfast

9:00-10:00 -- Group Choice activities: Housekeeping Corner: Dress-up box, stove, pots, pans; Table Activity: Puzzles; Small Muscle Activity: pounders, building materials - plexi-glass, blocks

10:00-10:30 -- Snack, bathroom

10:30-11:30 -- Big Muscle Play Area: Dividers are removed, mats are layed out for bouncing on, boxes, climber-slide, rocking boat, big blocks

11:30-12:00 -- Clean-up, bathroom, story

12:00-12:30 -- Lunch

12:30- 1:30 -- Rhythms/music

1:00- 4:00 -- Nap

4:00- 5:00 -- Three areas - clay, big muscles (teachers take children for back rides)

TODDLER I DAILY SCHEDULE

6:30- 8:00 Arrival of children
Free choice of activities:

(1)
(2)
(3)
(4)

Quiet activities provided for children:

(1)
(2)

Clothes will be changed as necessary during this time.

8:00- 8:40 Breakfast and clean-up

8:40- 9:30 Free choice of 3 planned activities:

(1)
(2)
(3)

These should be set up the afternoon before. The children should be guided to these activities as they enter the room.

9:30- 9:40 Two groups using quiet activities:

(1)
(2)

(1)
(2)

9:40-10:15 Rest time for children.
Teacher breaks and setting up activities.

10:15-10:45 Planned enrichment activities
(set up during rest time)

(1)
(2)
(3)

TODDLER I DAILY SCHEDULE

10:45-11:45	Outdoor activities (set up during rest time) (1) (2) (3) (4)
11:45-12:00	Two groups using quiet activities and preparation for lunch (1) (2) (1) (2)
12:00-12:45	Lunch, clean-up, brush teeth, and set up cots
12:45- 2:45	Nap and planning time for teachers Set up afternoon activities outside Prepare materials for next day
2:45- 3:15	Snack and clean-up
3:15- 5:30	Planned active play (outside if weather premits) Going home. Set up activities for the next morning

BARROW COUNTY CHILD DEVELOPMENT CENTER

Daily Schedule

Toddlers

DATE________________________

7:00- 8:00 Arrival - Free play
Activities________________Persons__________
________________ __________

8:00- 8:45 Breakfast, Bathroom

8:45- 9:15 Free Play
Activities________________Persons__________
________________ __________

9:15- 9:45 Directed Learning Experiences
Experiences________________Persons__________
________________ __________

9:45-10:15 Bathroom, Snack

10:15-11:30 Outside Play

11:30-11:45 Quiet Activities
Activities________________Persons__________
________________ __________

11:45-12:30 Bathroom, wash up for lunch, lunch

12:30- 3:00 Nap

3:00- 3:30 Bathroom, Snack

3:30- 4:30 Outside Play

4:30- 5:30 Free play, Ready for home

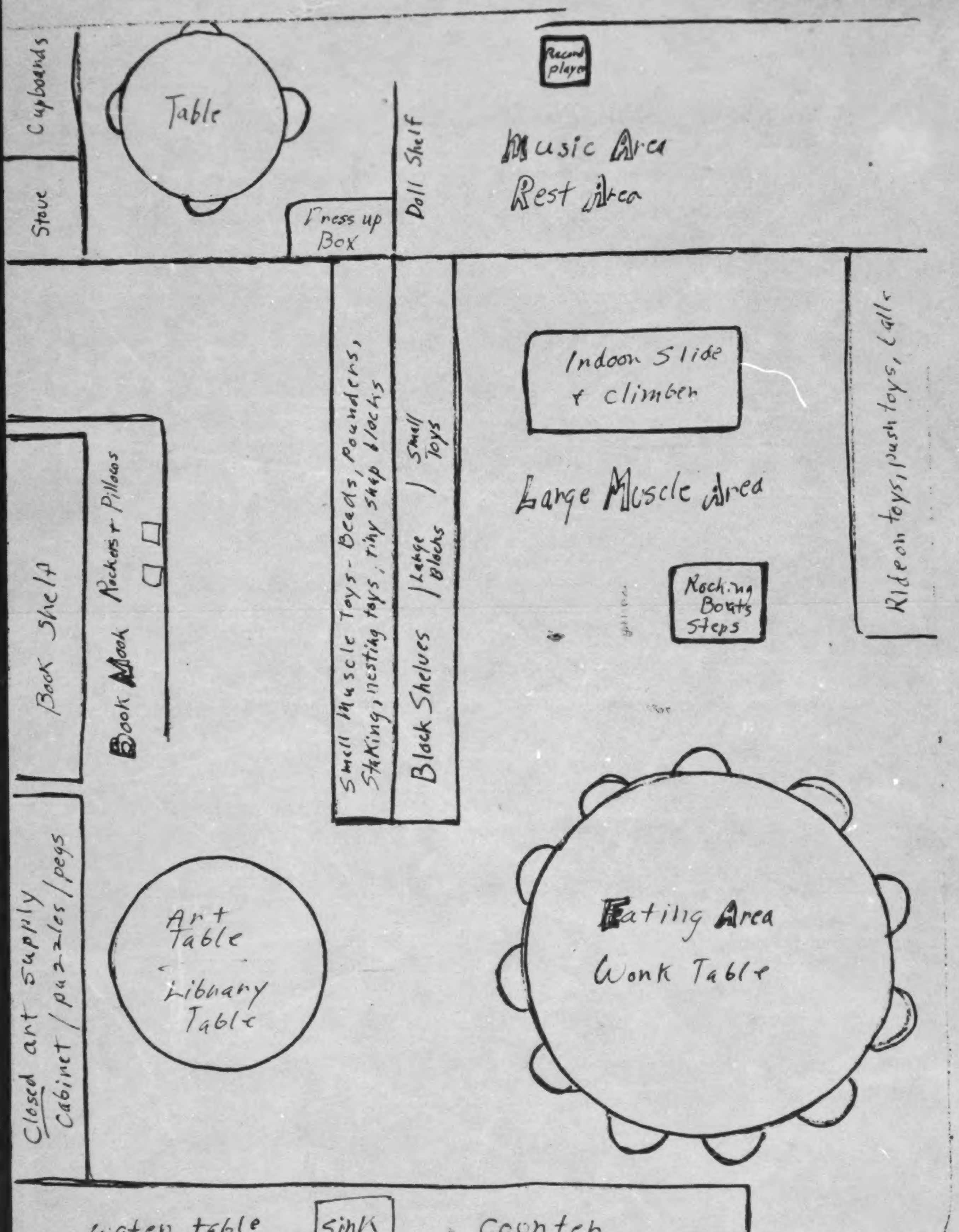
Some equipment like the climb-on material, book nook and housekeeping equipment will be permanently displayed (inter-centers), while other areas may be brought out for emphasis on different days (intra-centers).

If there are only two teachers and three areas, it is probably wise to plan, as an example, one table activity—clay, teacher-supervised; one area of small manipulative play—pounders and bead stringing; an area of big muscle play—trikes and slide, one teacher keeps an eye on both areas.

There should be one or two sessions of some sort of planned activity (two to four activity areas, depending on the number of teachers) per day.

The following room plan is an example of one possible room arrangement.

Area ... Suggested Equipment


Individual lockers
Cupboards
Stove
Table
Dress up Box
Doll Shelf
Record player
Music Area
Rest Area
Indoor Slide & climber
Ride on toys, push toys, balls
Large Muscle Area
Rocking Boats Steps
Small Muscle Toys - Beads, Pounders, Stacking, nesting toys; tiny snap blocks
Small Toys
Large Blocks
Block Shelves
Book Shelf
Rockers & Pillows
Book Nook
Closed art supply Cabinet / puzzles / pegs
Art Table
Library Table
Eating Area
Work Table
water table
sink
Counter

SCHEDULES, OUTSIDE ACTIVITY EQUIPMENT

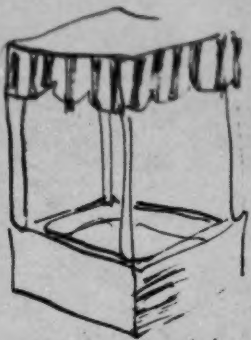
The following schedules are an example of a few satisfactory daily routines. Each day care center must find the routine that best fits their individual needs. These are suggestions that seem to work well for others. Hopefully, they will be of some help in planning or rearranging your own routine.

Outside activity should occur every day as weather permits; and should definately not be a time for teachers to catch up on their sitting or knitting. The closest supervision and interaction should be a part of outdoor play for both infants and toddlers. The teacher should allow the child the opportunity to explore and play on his own, yet the teacher should be close by when a helping hand, a word of encouragement, or a bit of active participation is in order.

The following playground arrangement lists some popular big muscle equipment.

tdoor Area ... Suggested Equipment

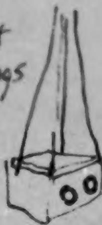
Toddler Area

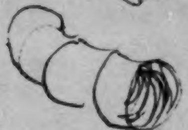


Shaded sand box
6'×6'

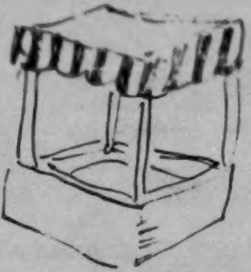
Infant Area

Infant Swings



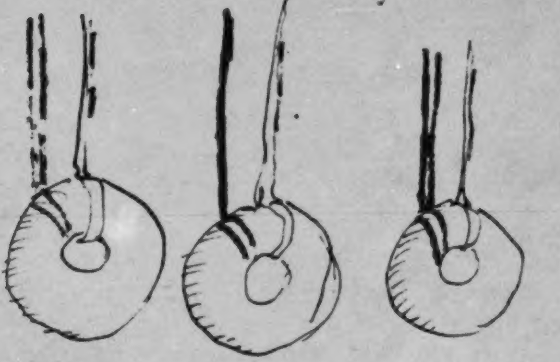


tunnel

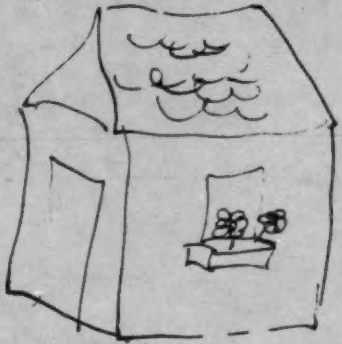


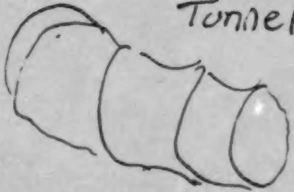
Shaded Corn Meal Box
6'×6'

Tire Swings



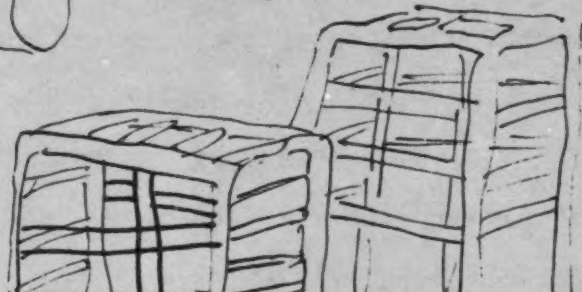
Play House



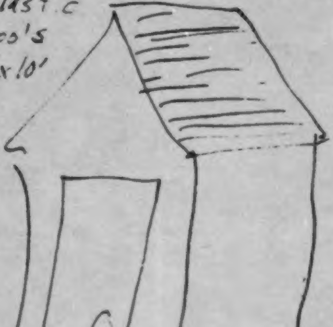


Tunnels

Climbers



Storage shed for tricycles, wagons, balls, sand toys & plastic pools
8'x10'



SUGGESTED ROOM DECOR - MATERIALS (By Ages)

It must be recalled that the newborn interacts and learns from his surroundings. The infant takes in information by using the only tool he possesses, his senses—ears, eyes, mouth, nose and body. Enticing baby into using his senses by providing a stimulating environment is our educational objective. In fact, Athina Astor, in her book How To Play With Your Baby, reminds us that "an enriched environment will have more effect on the intellectual development of a baby than on a child of any other age. Without this he cannot reach his full intellectual potential."

Baby's environment should include:

0-2 months

a) A shiny, brightly colored, patterned mobile (red, orange, lots of yellow) on the side of his crib so that it is within easy sight of his 7½ to 1 foot eye span. (He lays on his back with his head turned to one side.)

b) Pictures on the wall. Baby prefers the comfort and complexity of the human face; therefore, even a poster board filled with colored or black and white magazine people will challenge him.

c) Printed curtains, printed crib sheets, and side crib bumpers will provide eye appeal and stimulation for baby who will probably enjoy vocalizing to these figures when no one else is available.

2-5 months

a) Mobile hung overhead or along the side of the crib as in 0-2 months. Baby is beginning to focus on objects at a greater distance and watching his mobile is great practice and quite stimulating.

b) Wind chimes, musical toys, rattles and other noisemakers, all provide interesting and thought-provoking sounds. Sudden loud, harsh noises startle and upset baby; but the steady rhythm of house noises, children noises, street noises, etc., are good stimulators.

c) Colorful printed curtains, sheets, bumpers (See 0-2 months)

d) Crib gym strung with rattles pully type objects, spools, etc. This represents a very important new step in baby's life. He now is physically capable of reaching out, using his eyes to control his hands, and coordinating eye with sound; thus, an eye/ear catching gym hung within reach will provide needed skill practice. (Later, place where he can kick.)

e) Bright selection of pictures, cut-outs, wall decals, etc., for both eye and brain appeal, hung near each child's crib, as well as all around the room.

f) Hanging plush toy and other assorted items of varying textures (hard, soft, shiny) for stimulating reaching and for exploring different textures.

g) An unbreakable mirror in room or small mirror for hanging in crib.

5-10 months

a) Colorful wall pictures of familiar items

b) After seven months of age, when baby begins to watch pictures and words, a variety of pictures on the wall is helpful.

c) Hold baby up to pictures and name objects or animals on the wall decorations.

d) Colorfully patterned curtains, blankets, wallpaper, etc.

e) A loving sleepy toy for security, texture and entertaining company.

f) Lots of objects attached to highchair, play pen, and crib by strings (makes it easier to retrieve); spoons, rattles, measuring spoons, plastic cup, small rag toy (you name it), for baby to practice letting go on. This helps him to learn about space, size and textures.

g) Lots of room to play and crawl on the floor - a nice cozy rug, carpet or spread-out comforter makes a nice base for moving and tinkering activities.

h) A variety of material to manipulate (See age/stage section on toys).

i) Unbreakable mirror

j) Safe objects to pull up on (play pen, small safe tables, untipable small chairs, etc.).

k) A bouncer or swing chair for fun, exercise and new experience.

10-14 months

a) Colorful pictures to attract eye and thought

b) Objects to pull up on

c) Small chairs and rockers for body coordination

d) Large muscle equipment and small muscle manipulative toys (see age/stage section on toys)

e) Opportunities to play in sand and water

f) Texture bulletin boards to explore (boards with cotton, sandpaper, metal and other feely objects)

g) Lots of moving space

h) Cabinets to open and shelves to empty, full of tinkering materials

i) Large unbreakable mirror

ROOM ENVIRONMENT

14-24 months

a) Colorful bulletin boards with pictures of people, children's snapshots, nature themes (animals, flowers, trees), clowns and other familiar sights and objects

b) Hanging plush toy and/or ball to swing out at

c) Interesting safe drawers and cabinets to open up explore

d) Lots of room to move around, both inside and outdoors

e) Lots of objects to manipulate and climb up and down on (see age/stage section on toys)

f) Windows to look out of

g) Music to listen to and perform to

h) Large unbreakable mirror

i) Around two years old the child may begin to take some pride in his art work and may enjoy knowing that you appreciate his efforts enough to hang his picture up on the wall. Up to about three years old, the joy is mainly in the doing and once done it is soon forgotten.

REMEMBER:

1) Wall material may be:
    a) Commercial material, pictures purchased at teacher supply houses or in stationary stores
    b) Pictures from magazines, calendars, colorful newspaper ads
2) Various materials may be used to make wall decorations:
    a) tissue paper flowers
    b) cork shapes
    c) flannel cut-outs
    d) construction paper cut-outs
    e) foam cut-outs
    f) cotton shaped into pictures and colored with powdered tempera paints
    g) decals
    h) wrapping paper
    i) You don't have to be an artist; just use your imagination and have fun
3) Change wall decor at least every three weeks
4) To attach pictures to walls use:
    a) Masking tape - won't harm most surfaces
    b) For hard to stick areas use strapping tape

EVALUATION

1. Many teachers feel that it is helpful to use some sort of check-off type evaluation in order to:
    a) Keep track of each child's developmental progress
    b) Plan suitable individualized activities
2. It may be helpful to give one of the two following tests to a new child in order to:
    a) Better understand what he can do
    b) Better understand how you might help him
3. You may wish to use the following charts as an example in making your own evaluation form

EVALUATION

1 month

_____ 1. Cries
_____ 2. Lifts chin when lying flat
_____ 3. Follows a moving bright article or light
_____ 4. Grasps finger when palm is touched

2 months

_____ 1. Crying
_____ 2. Babbling
_____ 3. Lifts head up when lying flat
_____ 4. Looks in direction of sound
_____ 5. Listens to bell or other interesting sound
_____ 6. Follows object from one side to another (no more than one foot from eyes)
_____ 7. Kicks
_____ 8. Smiles
_____ 9. Recognizes mother or caregiver

3 months

_____ 1. Makes two different sounds
_____ 2. Babbles when talked to
_____ 3. Active in water (kicks)
_____ 4. Looks toward sound with eyes
_____ 5. Glances from one interesting object to another
_____ 6. Holds object (small doll)
_____ 7. Follows moving person with eyes
_____ 8. Calmed by music
_____ 9. Plays with own fingers
_____ 10. Rolls from side to back
_____ 11. Watches object pulled by string

EVALUATION

4 months

______ 1. Searches for sound with head movements
______ 2. Laughs aloud
______ 3. Holds his back firm when held in sitting positions
______ 4. Lifts head and chest when flat on back
______ 5. Holds head up
______ 6. Friendly to strangers
______ 7. Holds on to toy when someone tugs at it
______ 8. Looks at person talking or singing
______ 9. Brings object to mouth
______ 10. Grabs at dangling object

5 months

______ 1. Coos or stops crying upon hearing music
______ 2. Listens to musical instrument
______ 3. Babbles
______ 4. Lifts head and shoulders
______ 5. Rolls from side to side
______ 6. Carries object to mouth
______ 7. Pushes aside paper to reach toy
______ 8. Shows interest in box

6 months

______ 1. Babbles to person
______ 2. Makes four different sounds
______ 3. Play with own toes
______ 4. Draws up knees (crawling movement)
______ 5. Sits with slight support
______ 6. Shows that he knows that he is about to be lifted
______ 7. Holds a spoon
______ 8. Reaches out or stretches to be held
______ 9. Gets dangling ring
______ 10. Hands explore top of table
______ 11. Shakes bells or ring to hear sound
______ 12. Takes object from table
______ 13. Holds two small objects
______ 14. Holds box

EVALUATION

7 months

______ 1. Two-syllable babble (da-da, ma-ma)
______ 2. Turns or looks around when called
______ 3. Rolls from back to stomach
______ 4. Drinks from cup
______ 5. Plays with cup and spoon
______ 6. Reaches for and picks up string
______ 7. Looks for dropped object
______ 8. Handles (explores) toy
______ 9. Reaches for and takes paper

8 months

______ 1. Shouts for attention
______ 2. Listens to conversation
______ 3. Tries to crawl
______ 4. Sits alone for a short time
______ 5. Stepping reaction, places one foot in front of the other
______ 6. Responds to looking at self in the mirror
______ 7. Knows strangers from familiar faces
______ 8. Hits one object with another
______ 9. Watches person scribble
______ 10. Gets toy attached to string
______ 11. Passes a toy from one hand to another
______ 12. Drops one small block to pick up another
______ 13. Handles two objects at once

9 months

______ 1. Babbles four phrase-like sounds
______ 2. Child may say or understand one or two words
______ 3. Says "mama" or "dada" (one word clear)
______ 4. Listens to ticking or clicking sound
______ 5. Can pick up small object between thumb and finger
______ 6. Dangles toy on string
______ 7. Plays with, crumples paper
______ 8. Lifts up can or covering looking for toy
______ 9. Rattles box

EVALUATION

10 months

______ 1. Shakes for "No!"
______ 2. Says two clear words
______ 3. Stands when held up
______ 4. Sits well in chair
______ 5. Smiles at or plays with self in mirror
______ 6. Waves "bye-bye"
______ 7. Pulls ring or toy by string
______ 8. Throws object
______ 9. Clicks two small sticks or blocks together in imitation
______ 10. Lifts lid off box

11 months

______ 1. Short babbled sentences
______ 2. Rings bell
______ 3. Pulls self up on furniture
______ 4. Can stand holding on to furniture
______ 5. Give affection
______ 6. Feed self by picking up food by thumb and forefinger
______ 7. Can point with index finger
______ 8. Finds toy under box or cup
______ 9. Tries to take cups out of box

12 months

______ 1. May try to sing to music
______ 2. Babbles in long speeches to self
______ 3. Says three clear words
______ 4. Creeps on hands and knees
______ 5. Side-steps round on inside or out of play pen holding rails
______ 6. Can walk when held
______ 7. Plays with cup, spoon or saucer
______ 8. Obeys simple request, "Give me the ball"
______ 9. Plays "Pat-a-cake"
______ 10. Puts small objects in and out of container in play
______ 11. Interested in small wheeled cars
______ 12. Can hold crayon to mark on paper
______ 13. Can mark on paper a little with crayon
______ 14. Can hold three small blocks
______ 15. Can take two small objects out of box
______ 16. Plays with box lid and objects in box

INFANT RATING FORM (Birth to Two Years)
(Rate at 6-week intervals - Use Pen)

Rate on the group of items listed in the age range closest to the child's actual age. If child is rated negatively on these items, move to younger age items. If child is rated positively on these items, move through to older age items, until child is negative on most of the items in that range.

Name of child____________________ Date of Birth___________

Date of Rating	**Date of Rating**	**Date of Rating**
Week of	Week of	Week of
______________	______________	______________
Mo. Day Yr.	Mo. Day Yr.	Mo. Day Yr.
Child's age: __	Child's age: __	Child's age: __
______________	______________	______________
Rater	Rater	Rater

Birth-3 Mos. Items	YES	NO	YES	NO	YES	NO
Lifts head when held at shoulder	___	___	___	___	___	___
Smiles spontaneously	___	___	___	___	___	___
Responds to bell or rattle	___	___	___	___	___	___
Follows moving person	___	___	___	___	___	___
Follows objects 180°	___	___	___	___	___	___
Vocalizes - not crying (such as ah, eh, or coos)	___	___	___	___	___	___

INFANT RATING FORM

3 - 5 Mos. Items	YES	NO	YES	NO	YES	NO
Smiles responsively						
Laughs aloud						
Rolls over						
In sitting position, head is erect and steady						
Smiles at mirror image						
Both hands approach offered object (ball or rattle)						
Crawling movements begin						

5 - 9 Mos. Items						
Transfers object, hand-to-hand						
Sits without support						
Squeals with joy or pleasure						
Reaches and grasps toy						
Holds 2 toys or 2 cubes						

INFANT RATING FORM

6 - 12 mos. Items	YES	NO	YES	NO	YES	NO
Crawls or progresses on stomach or hitches in sitting position Progresses without walking						
Gets to sitting position alone						
Exhibits thumb-finger grasp or feeds self cracker						
Imitates speech sounds						
Says "mama" and "dada" specifically						
Vocalizes 4 different syllables (list)						
Stands holding on						
9 - 15 Mos. Items						
Cooperates in playing pat-a-cake						
Walks, holding on to furniture						
Stands alone						
Looks at pictures in baby picture book						
11 - 15 Mos. Items						
Walks alone, toddling						
Neat pincer grasp, as picking up raisin Releases						
Indicates words (record which words are used)						
Drinks from cup						

INFANT RATING FORM

12 - 18 Mos. Items	YES	NO	YES	NO	YES	NO
Turns pages of book						
Has 3 words other than mama and dada (list)						
Builds tower of 2 cubes						
Scribbles spontaneously						

15 - 22 Mos. Items	YES	NO	YES	NO	YES	NO
Removes simple garment						
Walks backward						
Builds tower of 3 cubes						
Walks up steps with help						
Carries, hugs doll or stuffed animal						

INFANT RATING FORM

14 - 17 Mos. Items (Rate every two months)	YES	NO	YES	NO	YES	NO
Throws ball overhand	___	___	___	___	___	___
Runs	___	___	___	___	___	___
Uses spoon, spills	___	___	___	___	___	___
Names 3 pictures in book	___	___	___	___	___	___
Points to parts of a doll (Hair, mouth, hands, feet)	___	___	___	___	___	___
Uses words to make wants known (list)	___	___	___	___	___	___

17 - 30 Mos. Items (Rate every two months)						
Walks up steps alone	___	___	___	___	___	___
Recognizes and points to 5 pictures	___	___	___	___	___	___
Makes sentences of 2-3 words (example)	___	___	___	___	___	___

PROGRESS NOTES

Date__________Staff Member______________________________
(Name) (Position)

Child's Name______________________________

Separation Problems:______________________________

____

Development Areas Needing Attention:______________________________

Suggested Activities:______________________________

Comments:______________________________

____

- -

Date__________Staff Member______________________________
(Name) (Position)

Child's Name______________________________

Separation Problems:______________________________

____

Development Areas Needing Attention:______________________________

Suggested Activities:______________________________

Comments:______________________________

____

SOUTHEASTERN DAY CARE PROJECT RATING FORM

RATING FORM FOR TWO YEAR OLDS
(Rate at 4-month Intervals - Use Pen)

Name of Child________________________ Date of Birth_________

Date of Enrollment in Day Care_______ Date____________________
Mo. Day Year

Raters Name_________________________ Position______________

	Rating Date ___________		Rating Date ___________	
Cognitive (Including Verbal and Communication)	YES	NO	YES	NO
Uses words to express wants (example)	___	___	___	___
Talks—names some 10-15 known objects and a few familiar people or pets, has a small noun-verb vocabulary (list)	___	___	___	___
Uses pronouns "me" and "my" Shows possessive spirit	___	___	___	___
Names 3 pictures in picture book	___	___	___	___
Points to parts of a doll or body (hair, mouth, eyes, etc.)	___	___	___	___
Makes 2-3 word sentences (example)	___	___	___	___
Complies with simple commands such as retrieving, or "no-no" Fetches, carries or goes Follows one step direction	___	___	___	___
Listens to short nursery rhymes	___	___	___	___
Matches, compares familiar objects as to color, shape or size in play Groups similar objects	___	___	___	___
Counts 2, aware of "one more" Knows "how many" to 2	___	___	___	___

RATING FORMS FOR TWO YEAR OLDS

Social and Emotional	YES	NO	YES	NO
Shows affection - carries or hugs doll, shows regard for people or possessions, fondles and indicates personal relatedness				
Occupies self, initiates own play activities or on simple suggestion				
Explores, investigates surroundings, adventures in new or modified ways				
Motor Skills				
Walks backwards - walks up steps with help - not all fours				
Climbs - furniture, stairs, obstacles				
Kicks ball forward				
Throws ball overhand (not directed in aim)				
Runs				
Builds tower of 3 cubes				
Assembles small construction and stacking toys				
Disassembles Takes simple objects apart with minimal difficulty, unfastens clothing				
Imitates vertical and circular strokes				

RATING FORMS FOR TWO YEAR OLDS

Hygiene and Self-help	YES	NO	YES	NO
Drinks from cup or glass unassisted but spills occasionally	___	___	___	___
Remove simple garment	___	___	___	___
Uses spoon, spills a lot	___	___	___	___
Begins toilet training Asks for toilet	___	___	___	___
Shows pride in toilet achievement and concern about failures	___	___	___	___

APPENDIX

Included:

1. Songs
2. Fingerplays
3. Poems
4. Flannel Stories
5. List of Records
6. List of Books

SONGS

1. Six Little Ducks

Six little ducks
That I once knew
Big ones, little ones
Skinny ones too,
But the one little duck
With feathers on his back
He ruled the others with his
Quack, Quack, Quack!

2. Put Your Finger On Your Nose

Put your finger on your nose
On your nose
Put your finger on your nose
On your nose
Rock it to, rock it fro
Rock it very where you go
Put your finger on your nose
On your nose

Other verses:

Put your finger on your ears
" " " " " eyes
" " " " " head
" " " " " tummy
" " " " " toes
etc.

3. The Goblin In the Dark (Tune of Farmer in the Dell)

The goblin in the dark
The goblin in the dark
Hi Ho for Halloween
The goblin in the dark

Repeat, using: witches, pumpkins, skeletens.
May want to use flannel board cut-outs to illustrate song as it is sung with children

4. Stars Shining (children may clap to stars)

Number One
Number Two
Number Three
Number Four
Oh, my, bye m' bye (rock baby motion)

(You may also use Flannel board stars with this song)

5. Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

6. Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky.
Twinkle, twinkle, little star
How I wonder what you are.

7. Three Blind Mice

Three blind mice
Three blind mice
See how they run
See how they run
They all ran after the farmer's wife
Who cut off their tails with a butcher knife
Did you ever see such a sight in your life
As three blind mice.

ACTIVITY SONGS

1. Ring-Around-the-Rosy (children go round in circle)

Ring around the rosy
Pockets full of posy
Ashes, ashes
All fall down (children fall down in circle)

2. I Am Very, Very Tall

I am very, very tall (children stand and stretch)
I am very, very, small (children huddle on floor in ball)
Guess what I am now. (Teacher shuts eyes - children either stretch or huddle to surprise her)

3. Here We Go Round the Mulberry Bush

Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
So early in the morning.
This is the way we brush our teeth
Brush our teeth, brush our teeth
This is the way we brush our teeth
So early in the morning.

Other verses:

Put on our coats
March to school
etc.

4. Pop Goes The Weasel

All around the cobbler shop (children huddle down like Jacks-in-the-box)
The monkey chased the weasel
In and out, and all around
POP goes the weasel. (children pop up)

5. The Wiggles Song

I wiggle my shoulders
I wiggle my toes
I wiggle my hips
I wiggle my nose
I wiggle as hard
As hard can be
Til no more wiggles
Are left in me!

FINGER PLAYS

1. Pat-a-Cake

Pat-a-cake (clap baby's hands together)
Pat-a-cake " " " "
Baker's man " " " "
Bake me a cake " " " "
As fast as you can (clap baby's hands together faster)
Roll it and pat it (Roll baby's hands - hand over hand)
And mark it with a "T" (clap baby's hands together)
And put it in the oven (move baby's hands toward his tummy)
For baby and me (point ot baby; point to self)

2. This Little Piggy

This little piggy went to market
This little piggy stayed home
This little piggy had roast beef
This little piggy had none
And this little piggy cried wee, wee, wee all the way home.

(Beginning with thumb of big toe, wiggle each finger or toe as you say each line, ending with the baby finger or toe for the "piggy" who cried all the way home)

3. Tommy, Tommy (or use child's name)

Tommy, Tommy, goes to town (bounce baby gently on knees)
Tommy, Tommy, rides around " " " " "
Ooops, Tommy, Tommy fell down (part knees holding baby's hands for small drop)

4. Ten Little Indians

One little, two little, three little indians
Four little, five little, six little indians
Seven little, eight little, nine little indians
Ten little indian boys

Teacher may clap with child or use a drum to beat rhythm ot hold up one finger at a time. At the end, throw up hands, shaking fingers

5. That's You

Ten little fingers, ten little toes (teacher wiggles baby's fingers and toes)
Two eyes, two ears (teacher points qt eyes and ears)
One mouth and one nose (teacher points to mouth and nose)
That's you, that's you, that's you (teacher lightly tickles baby's tummy)

6. The Bee Hive

Here is a bee hive (make two fists with fingers intertwined)
Where are the bees?
Hidden away where no one can see (turn fist over revealing wiggling fingers)

7. Jumping Jack

Jumping jack, jumping jack (move child's hands or encourage child to move his own hands up over his head)
Be my little jumping jack
To and fro (move hands over the head from front to back and one side to the other)
Be my little jumping jack (hands over head)

8. Open, Shut Them (open and shut hands)

Open, shut them
Open, shut them
Give a little clap (clap)
Open, shut them
Open, shut them
Lay them on your lap

9. Two Little Blackbirds

Two little blackbirds (two fists)
Sitting on a hill " "
One named Jack (bring up one thumb)
One named Jill (bring up other thumb)
Fly away Jack (put one hand behind you)
Fly away Jill (put other hand behind you)

10. Eency, Weency Spider (using hand motions)

The eency, weency, spider (make fingers climb up)
Went up the garden wall " " " "
Down came the rain (bring fingers down like rain)
And washed the spider down
Out came the sun (make round circle for sun)
And dried up all the rain
And the eency, weency spider (make finger climb up)
Went up the wall again.

11. There Was A Little Turtle (hand motions)

There was a little turtle
He lived in a box
He swam in the river
He climbed on the rocks
He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
And he snapped at me.
He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me!

12. One, Two Buckle My Shoe (use hand motions)

One, two buckle by shoe
Three, four close the door
Five, Six pick up sticks
Seven, eight lay them straight
Nine, ten great big hen.

13. Hickory, Dickory, Dock (hand motions)

Hickory, dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory, dickory, dock!

STORY

I. SCAT THE CAT

II. MATERIALS

A) Several different colored flannel cats

B) Flannel board

III. PROCEDURE

Boys and girls, this is Scat the Cat (teacher places black cat on flannel board). Scat the Cat was black, as black as the soft dark night, but he got tired of being a black cat, and one day he looked up at the blue, blue sky and wanted more than anything in the whole world to be a blue cat, as blue as the blue, blue sky; so he wrinkled up his nose, closed his eyes, and said, "I'm Scat the Cat, I'm sassy and fat, and I can change my color just like that!" (teacher snaps fingers on word "that").

And so, before you could say "Boo!", Scat the Cat was a blue cat (teacher replaces black cat on flannel board with blue cat).

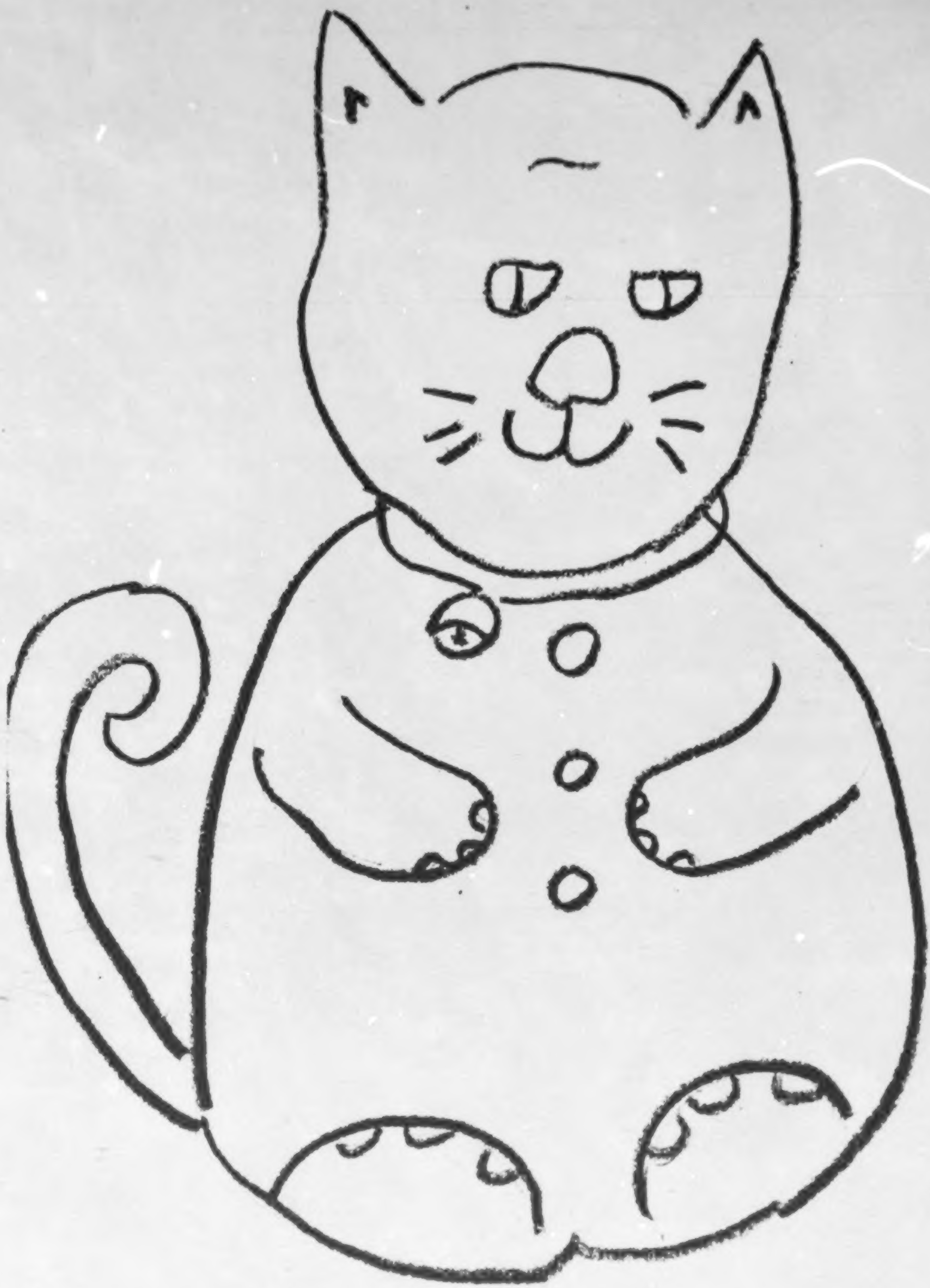
Now Scat the Cat liked being a blue cat, but he soon got tired of all the spots that got on his blue, blue fur when he rolled around in the dirt, and one day he looked up at the leaves on the trees and wanted more than anything in the world to be as green as the green,

green leaves, so he wrinkled up his nose and said, "I'm Scat the Cat, I'm sassy and fat, and I can change my color just like that!" And he was a green cat, as green as the green, green leaves.

And he liked being a green cat, but soon he got tired of being a green cat because his friends could not find him in the tall green grass; and one day, when he looked up at the red apples on the tree, he wanted more than anything in the world to be as red ams the red, red apples, etc.

But he got tired of being a red cat because all the dogs saw his bright red fur and chased him and one day he looked up and saw the yellow sun and wanted more than anything in the whole world to be a yellow cat, as yellow as the bright, yellow sun, etc.

But he got tired of being a yellow cat because his friends said he was so bright and shiny a yellow he hurt their eyes, so he sat down and he thought and thought, and then, faster than you can say "Boo!" he wrinkled up his nose, closed his eyes and said, "I'm Scat the Cat, I'm sassy and fat, and I can change my color just like that!" (teacher replaces yellow cat with black), and there he was, back to his own best color, a black cat, as black as the soft, dark night.



Scat the Cat

STORY

I. MUDDY MOUSE

II. MATERIALS

A) felt or magnetic mouse family

B) felt or magnetic board

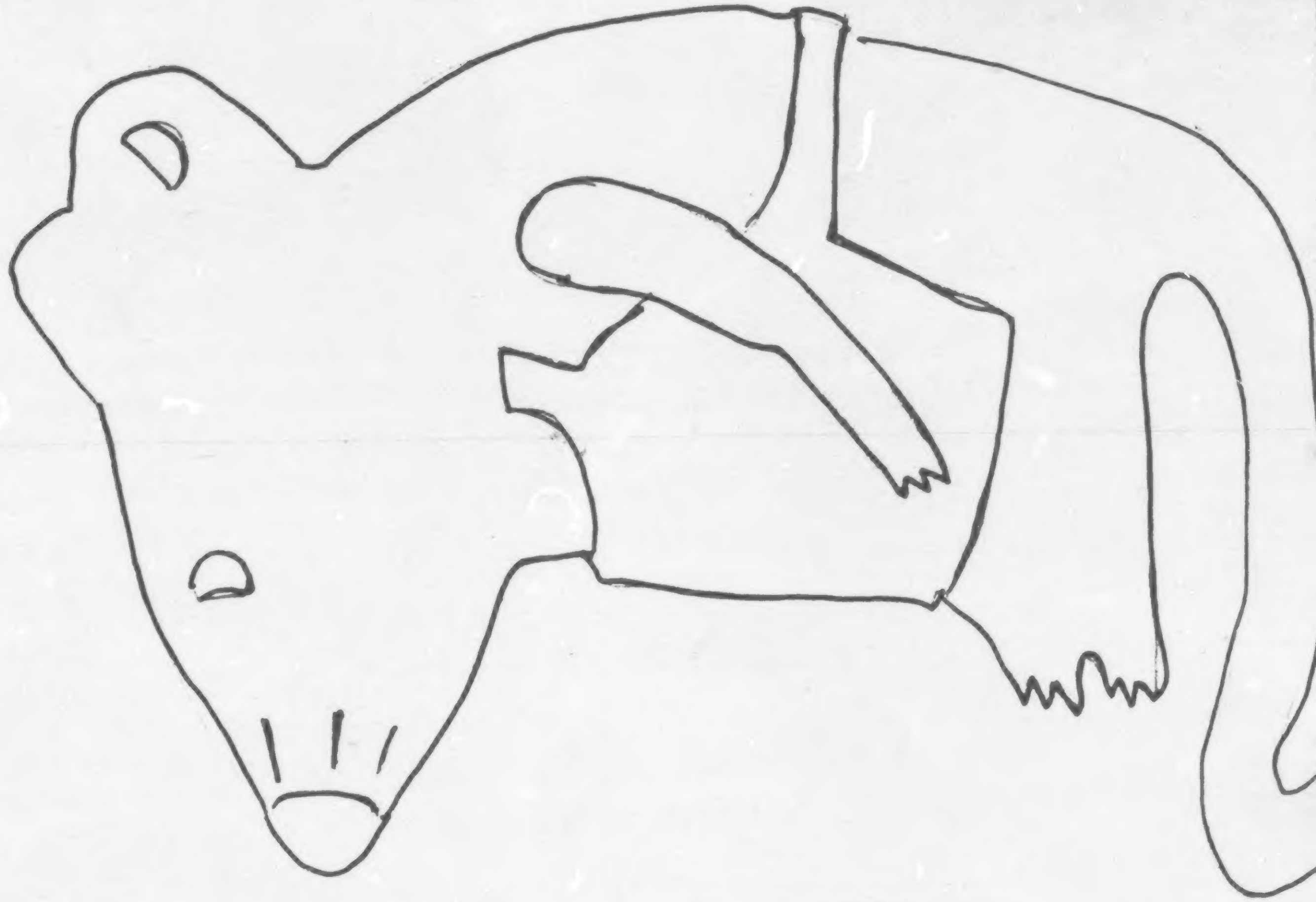
III. PROCEDURE

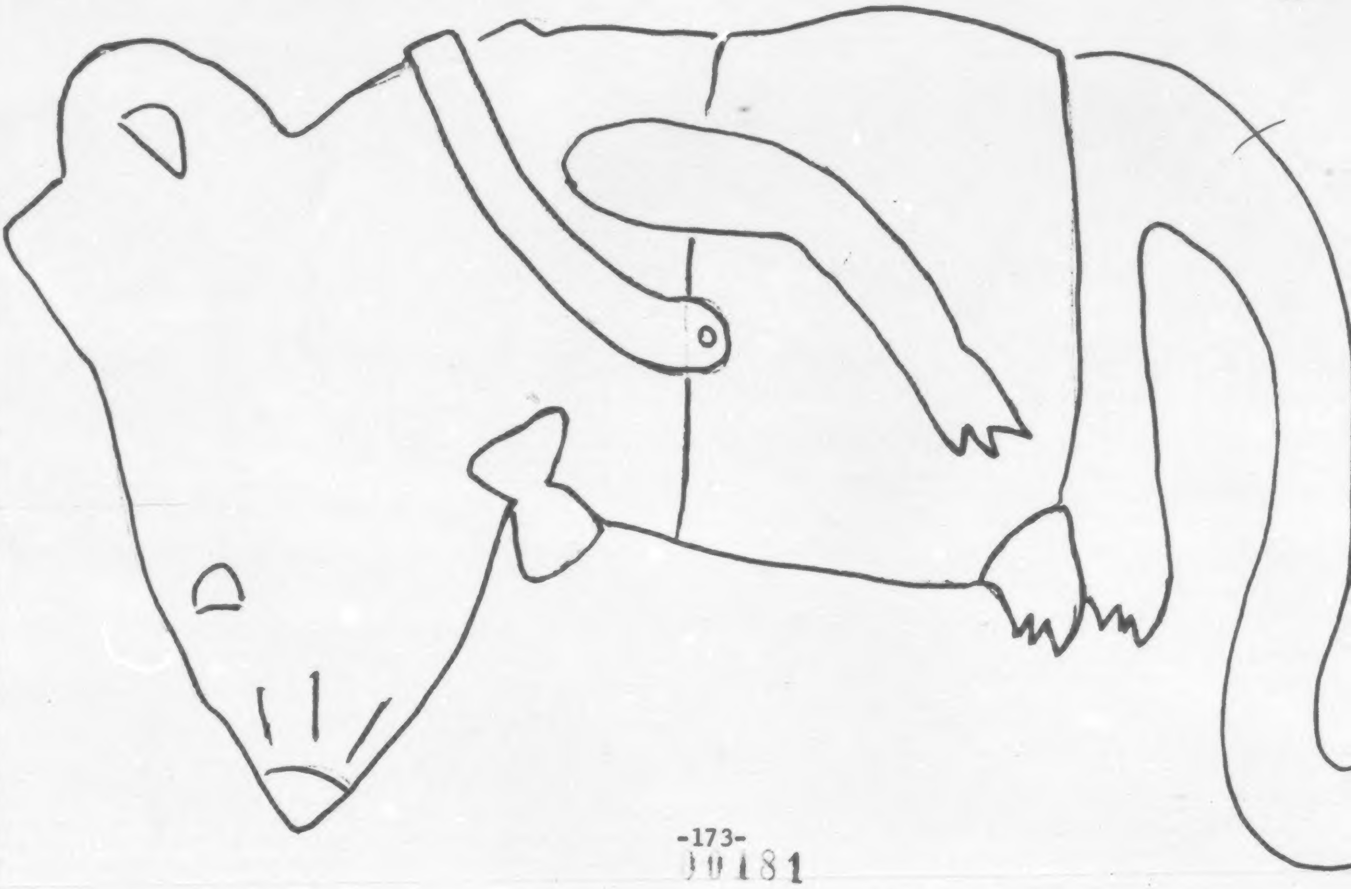
The Mouse family loved to take a walk together. There was Father Mouse (teacher places each figure on the board as they are mentioned), Mother Mouse, Sister Mouse, and Muddy Mouse.

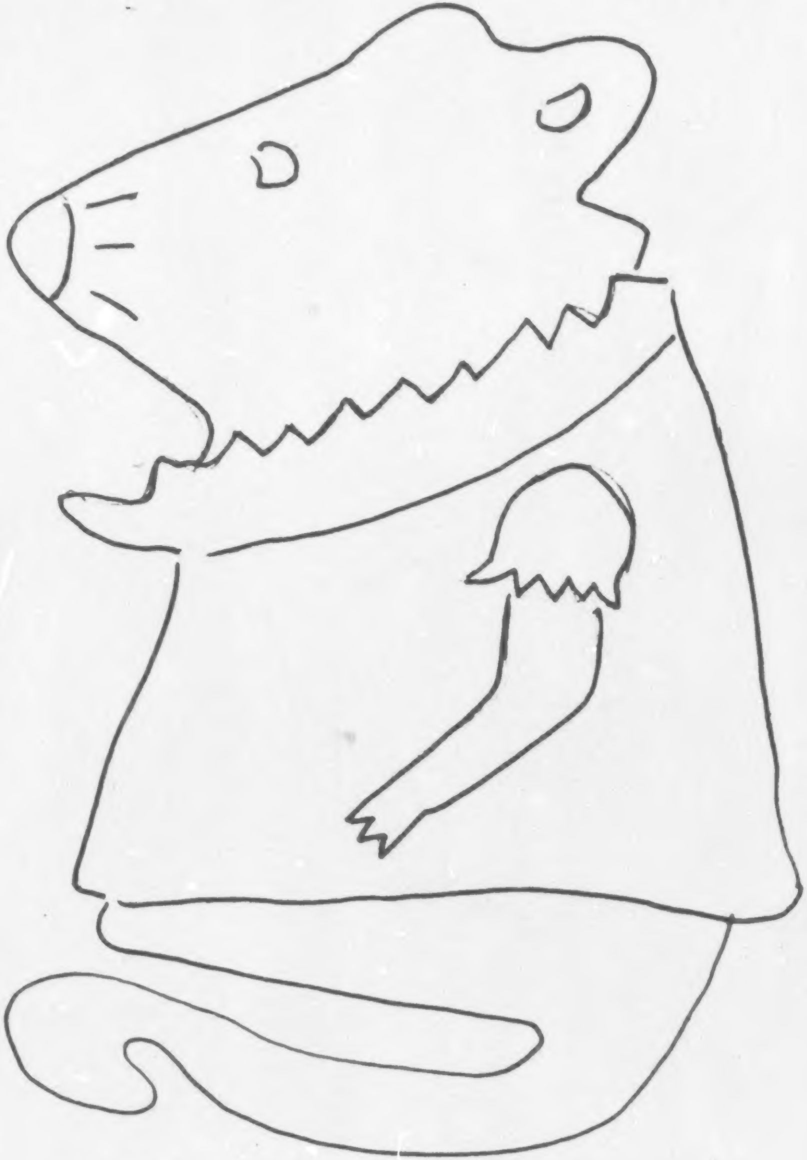
Muddy Mouse was called muddy because every time the mouse family came to a puddle (teacher places puddle on board), Father Mouse would walk all the way around it, Mother Mouse would walk all the way around it, Sister Mouse would walk all the way around it, but Muddy Mouse loved to splash right into the mud, and he would get all dirty (remove all figures but Muddy Mouse and the puddle).

One day when Muddy Mouse was all by himself he found a great big puddle and splashed in it until he was covered with mud (place muddied figure of Muddy Mouse on board). He had mud in his eyes, mud in his nose, mud in his ears, and even mud in his mouth (teacher gestures and points to each feature on her own face as she speaks). Poor Muddy, he could only call for help by moving his poor little tail back and forth (teacher moves tail). Lucky for Muddy his sister was passing by and said, "I think that tail looks like Muddy's." And she carried him home for a nice bath.

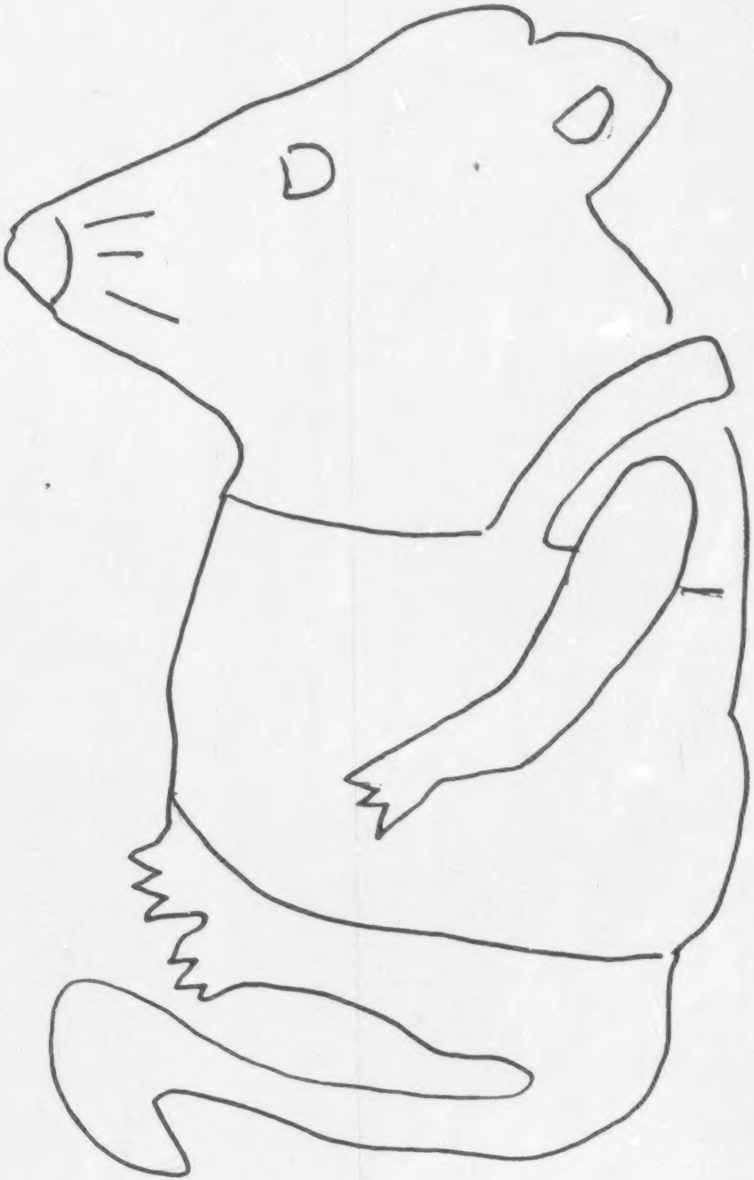
The next day when the Mouse family took a walk (teacher places puddle on board) and came to a puddle, Father Mouse walked all the way around it, Mother Mouse walked all the way around it, Sister Mouse walked all the way around it, but Muddy Mouse . . . . (pause for effect) RAN ALL THE WAY AROUND IT and never got muddy again!



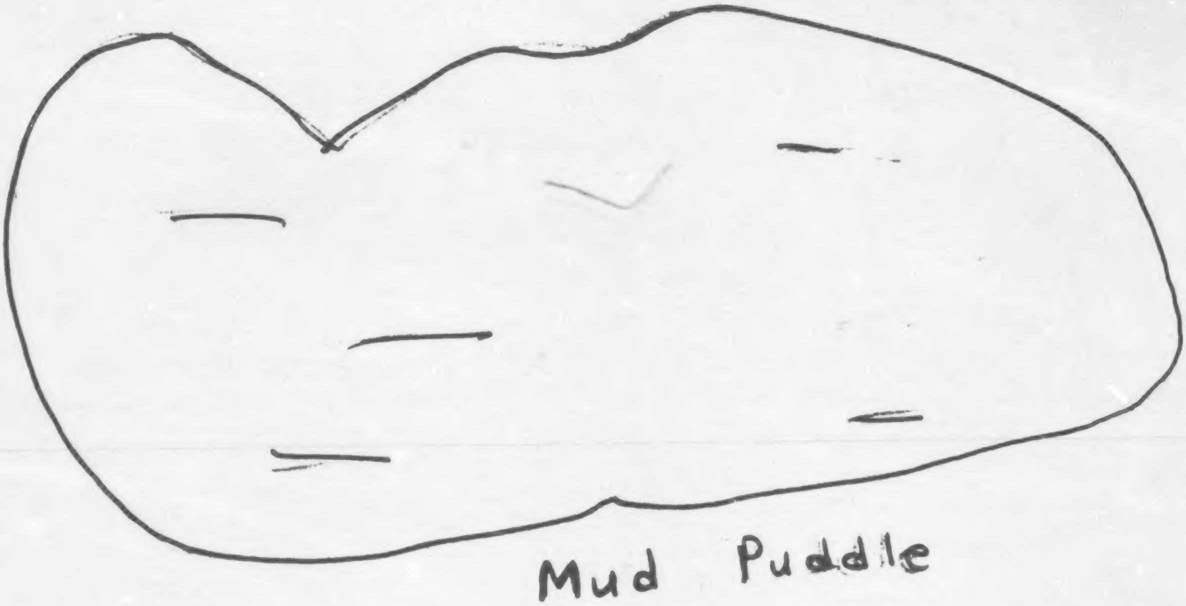




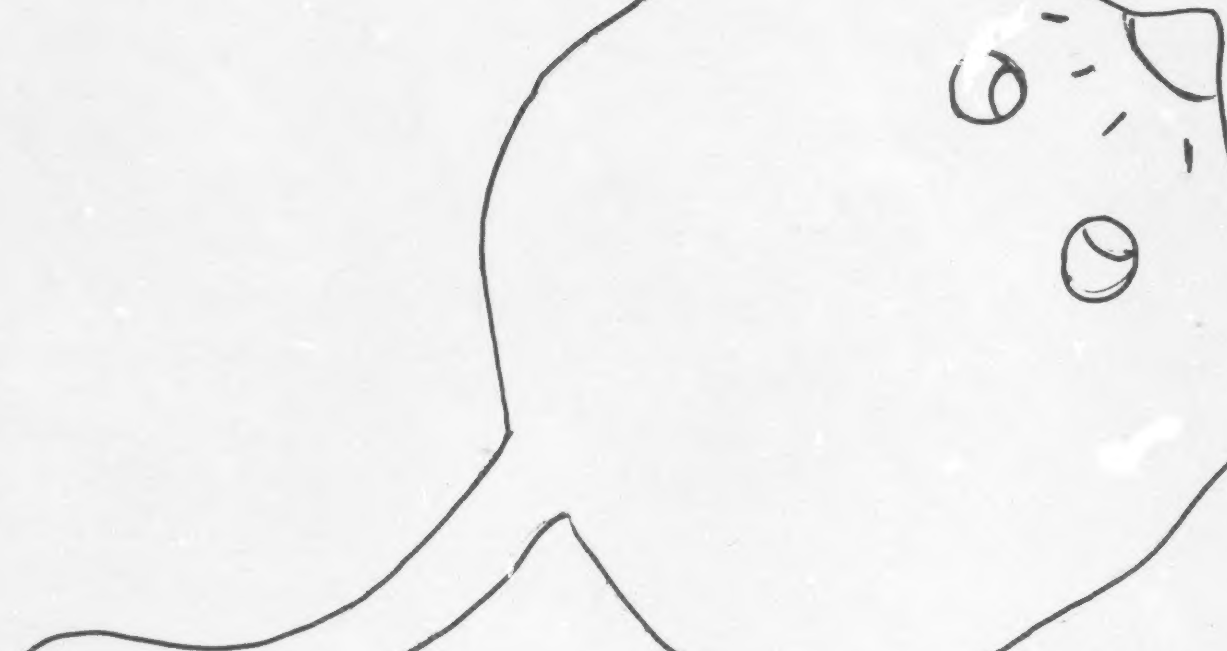
Sister Mouse



Muddy Mouse



Mud Puddle



Muddy Mouse, all covered with mud.

A FEW SUGGESTED BOOKS

1. Pat the Bunny, by Dorothy Kunardt. New York, Golden Press, 1940.
2. Anybody At Home?, by H.A. Rey. Boston: Houghton Mifflin Co.
3. Where's My Baby?, by H.A. Rey. Boston: Houghton Mifflin Co.
4. Mother Goose. A puppet story book. Grosset and Dunlap.
5. The Sweet Smell of Christmas, by Pat Scarry. A Golden Fragrance Book, Golden Press, New York
6. Talking Animal Book. May be purchased at most toy stores
7. Little Red Riding Hood, Izawd Dairisham, Inc.
8. The Three Bears. Paul Galdone, Seabury Publishers.
9. Baby Animals. Gyo Fujikawa. McLoughlin Bros.
10. The Touch Me Book. Pat and Eve White. Golden Capital.
11. Baby's Own Book. McLoughlin Bros.
12. Baby's First Book. McLoughlin Bros.
13. The Snowy Day. Jack Keats. New York, Viking Press.
14. A Child's Garden of Verses. Stevenson. Whitman Publishing Co.
15. The Apple Book. Dick Martin. Golden Press

SUGGESTED RECORDINGS FOR SINGING AND RHYTHMS

1. "I'm Not Small." Ed. Act., Inc. Patty Zeitlin and Marcia Berman.
   Simple games and acting songs
   Songs for resting and listening
   AR 574 LP $6.25

2. "Folk Song Carnival." Ed. Act., Inc. Hap Palmer
   AR 524 LP $6.25

3. "Simplified Folk Songs." Ed. Act., Inc. Hap Palmer
   AR 518 LP $6.25

4. "Finger Games." Marjorie Matsushita.
   Hyp 506 LP $6.25

5. "Singing Active Games."
   Hyp LP $6.25

6. "Activity Songs." Nursery Rhymes
   AR 694

7. "Birds, Beasts, Bugs and Little Fishes," Pete Seeger.
   Folkways, FC 7610 LP

8. "Special Songs for Special Children." $5.95
   CM 1143 Album 1
   CM 1144 Album 2

9. "Sing Along." $5.95
   CM 1146

10. "Let's Sing Mother Goose and Nursery Rhymes." $5.95
    CM 1142

11. "Sing Along." YPR Album 15005

12. "Little Johnny Brown." Ella Jenkins.
Scholastic Label SC 7631 $5.95

13. "This Is Rhythm." Scholastic SC 7652

14. "Rhythms of Childhood." Scholastic. SC 7635

15. "Music for One's and Two's." Tom Glazer. A Pram
Record. CMS 649 $5.95

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